



How can scholarship thrive in a climate of dwindling student demand and galloping utilitarianism? **ERNEST BOYER** discusses this issue in the light of a Carnegie essay by Yale historian Jaroslav Pelikan (page 6)

Students seem to have increasingly conservative reading habits, reports David Berry. The most popular **BOOKS** today are safe textbooks rather than new research or exciting additional reading (page 10)

The last of the UGC's 28 questions concerns itself: should its role be changed or its constitution adapted? Christina Shinn looks at the early history of the committee and concludes that the need for change is not a new phenomenon (page 14)



Detail from *Les Trois Sources* by Fernand Léger. ART in modern society: Gerald Elliot, chairman of the Scottish Art Council, discusses the vexed question of public patronage (page 15), and Norbert Lynton reviews books on Fernand Léger and Russian constructivism (page 17)

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Eight-page review of 1983
John Sutherland on Orwell's 1984

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The year of the Bomb

Nineteen eighty-three has been the year of the bomb. The whole debate about nuclear weapons - the deployment of cruise and Pershing missiles, Greenham Common, unilateral versus multilateral disarmament, the Geneva peace talks - has dominated the last 12 months in a peculiarly intense way. The academic community has been closely involved both as protagonists, in the cases of Edward Thompson, Michael Howard and others, and as supporting chorus. The advertisement placed in *THE TIMES* in October by the Academic Council for Peace and Freedom, an ad hoc group designed to combat the growing influence of the Campaign for Nuclear Disarmament, provoked more committed correspondence and engaged interest among our readers than the most lively issue of higher education policy.

The bomb is not the only issue of course that excites such an intense response. Nuclear power, in general and animal experiments both provoke an interest and commitment among experts that transcends their expertise. But the nuclear arms race is much the most prominent example of a case in which moral and ethical sensibilities sweep away the carefully constructed boundaries of expert knowledge. That is hardly surprising. Nuclear weapons are a direct product of the refinement of theoretical knowledge. From the splitting of the atom to the Hiroshima bomb was only a moment; there was almost no mediating, or dulling, process of technological application to disconnect the discovery from the deaths it caused.

Nuclear weapons are also instruments of mass destruction on a scale that can barely be conceived. Certainly on a crowded and small island like Britain there is unlikely to be a day after - at any rate a day after when organized and civilized life could continue in a recognizable form. So the bomb has become a terribly concrete symbol of death. It has become technology's greatest challenge to the will to life. Man's knowledge has become a threat to man's survival. It is hardly surprising that nuclear weapons are an issue occasionally touched by as almost statististic milliparianism.

This is not the place at time to engage in the detailed debate about

how to come to terms with the bomb. In the practical world there is perhaps no alternative to a deadly coexistence. What is known cannot become unknown. The bomb cannot be banned, in the sense of being disavowed; it can only be banned by creating a world order in which its use can no longer be conceived. Yet such dull pragmatism, implying as it does an endless and detailed process of negotiation obsessed by tedious detail and the amoral resolution of national interests, is not a sufficient response to the challenge of nuclear weapons. Indeed, thinking through the moral and intellectual consequences of the bomb may be an important ingredient of the pragmatic adjustment of attitudes and interest that can gradually reduce and finally eliminate the danger of its destruction.

On the conventional anniversary of the birth of the author of the Sermon on the Mount, who can feel comfortable with an approach to nuclear weapons that does not embrace the moral obligations that the possession of such terrible knowledge has produced? In the end, a pragmatist that excludes morality may be poor pragmatism indeed. An approach to disarmament that ignores or excludes the strong and authentic feelings of revulsion provoked by the bomb is less likely to succeed than an approach that embraces all the practical, intellectual, and moral confusions inherent in the conceived power to destroy a world.

Higher education has particular responsibility. For it is the intellectual system, if not the highest education in a narrow sense, that has produced this awful knowledge - and, critics would add, it is the same intellectual system that has failed to produce the moral categories which permit such knowledge to be civilized in the service of man. Even those who would hesitate to go so far as to force to accept that over the last century the technocratic ambitions of the university have expanded while its moral ambitions have atrophied. We seem almost to have reached a point where higher education is regarded as having little to offer in the clarification of moral choices. Apart from a few Oppenheims and Sakharovs we shrug our shoulders. Like Pontius Pilate two thousand years

ago we wash our hands. If the world out there wants the Barabbas of the bomb rather than the Jesus of true science, what can we do to prevent it? Is an essay published in 1977 Norman Birnbaum described this attitude and criticized the rigidity of the technocratic values which produces it. He wrote:

Our culture elites are often in bondage to technocratic and scientific knowledge. We can best describe technocratic thought by the discrepancy between its claims and its consequences. It claims to be a full description of reality, but its consequences frequently entail a systematic inhibition of the moral imagination; other institutions, other values, are difficult to envisage.

Some would even argue that the expansion of man's moral imagination, to borrow Birnbaum's phrase, should take precedence over the codification and expansion of theoretical knowledge in the basic purposes of higher education. A generation ago such an argument was likely to be dismissed as a rather woolly appeal to some vaguely altruistic religiosity quite out of place in a university dedicated to the principles of science. But under the shadow of the bomb, on the day before perhaps, can we be so confident and complacent?

Perhaps faced with the physical destruction of our civilization we may recall the fears of nineteenth-century writers who trembled for the spiritual destruction of the civilization which they recognized. In *Literature and Science* Matthew Arnold wrote: "Following our instinct for intellect and knowledge, we acquire pieces of knowledge; and presently, in the generosity of men, there arises the desire to relate these pieces of knowledge to our sense of conduct, to our sense of beauty - and there is weariness and dissatisfaction if the attempt is baffled." A century later, the only difference perhaps is that to that weariness and dissatisfaction has been added fear - a fear that is far from cowardly or dishonourable but is rather a reassertion of humanity. As it is Christmas, it is right to remember that it is through the recognition of our humanity that truly spiritual values can be reaffirmed.

Laurie Taylor



Ah, Mr Odgers. Ted. Have you moment?

Well, Professor Lapping, I'm a little bit pushed. But if it's important... Jolly good. Now do sit down. I want to try a little experiment.

An experiment? No need to worry. All you have to do is answer a few short questions, while I just sit here quietly and write down your answers.

Sounds straightforward. Now then, Mr Odgers - Ted - what exactly do you think of the recent letter from the UGC?

The Swinnerton-Dyer letter? Yes, that's it. The one with 28 questions.

I should have thought it was obvious to anyone. It's a deliberate attempt at mystification.

Oh yes. You see, someone up there - I wouldn't be surprised if it was the PM herself - has said to Sir Keith: "Look. What you need to do is to keep those academics quiet for a bit. They're far too noisy for their own good. So find a distraction for them." Now with other workers, you can always lay on a Coronation, a bit of football, a royal baby, but dons are made of sterner stuff. The only way to take their minds off the real world is to throw them five pages of sub-divided questions. Yes, yes. Do go on. I've got all that. Although, it would help if you could go just a little slower. So, you detect a plot?

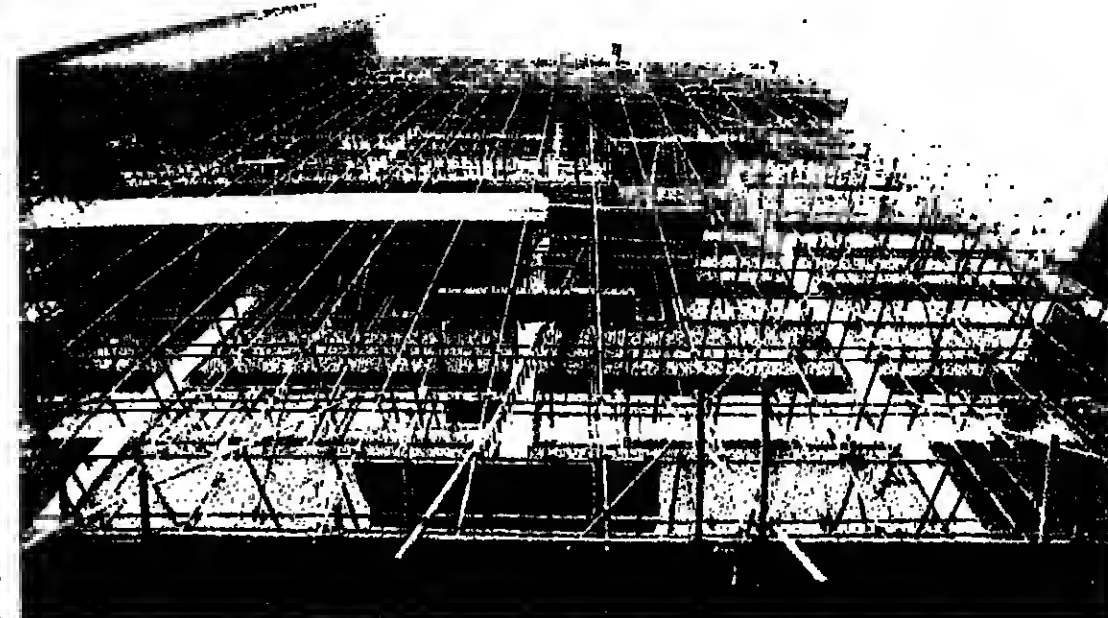
No doubt about it. Why else would they not only produce such an extraordinarily elaborate set of problems, but then add that some of the answers could come from individuals, others from departments, and still others from universities. It's absolutely foolproof. The perfect recipe. It'll have everybody writing memos, and passing memos, and setting up sub-committees, and reporting back for the rest of next term. And while it's all going on, Sir Keith and his tame puppets on the UGC will nip round the back and make bay with the unit of resource. It's as plain as the nose on your face. Thank you so much, Mr Odgers. That was really most useful.

Not at all. Any time, in fact. But what exactly is all this about. You mentioned an experiment. Nothing terribly significant. I'm afraid. Not in the great scheme of things. But, for once, at this particular time of year, I was determined one way or another, to reach the end of a conversation without there being a single mention of... you know what?

Well, glad to have been of service. Professor Lapping. Oh yes. Just one last thing. Nearly forgot. Happy Christmas. Odgers. We've run right out of space.

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Recladding of the electrical engineering tower block at Imperial College, London

Worry over safety standards in crumbling universities

The Government is still failing to head warnings about the deterioration of university buildings, where spending cuts have meant that for many only emergency work is being undertaken.

Despite pressure on ministers by the University Grants Committee, which is in turn receiving increasing complaints from vice chancellors and buildings officers, no extra money is available to ensure that proper standards of care and safety are maintained.

Earlier this year the Committee of Vice Chancellors and Principals estimated that expenditure on maintenance would need to be increased by at least 33 per cent just to achieve "basic standards".

A conference of university buildings officers also reported that standards of maintenance were falling below an "acceptable level".

Planned maintenance could not generally be implemented because of a lack of resources and, by and large, only emergency work was being undertaken, they reported.

And in a sample survey of universities, the UGC found that recommended expenditure on maintenance should increase by some 18 per cent if standards were to be maintained. Three years ago the UGC said that major replacements in fabric and services were then due.

Meanwhile universities' problems are increasing. At Imperial College, London, governors have warned that "insufficient resources can be devoted generally to maintain premises to a proper standard". Substantial expenditure has had to be devoted to urgent health and safety issues such as removing asbestos tiles from the Royal School of Mines.

Electricians on the twelve storey electrical engineering tower block are being replaced with metal cladding. They started falling off four years ago and the problem affects the whole building, which is 20 years old. Repairs are costing £1m and Imperial has borrowed two-thirds of this amount from the UGC.

The Medical Research Council has decided in favour of continuing its £1.2m subscription to the European Molecular Biology Laboratory (EMBL) in Heidelberg, after a lengthy review of the laboratory's scientific and financial standing. The review, conducted to meet a recommendation from the Advisory Board for the Research Councils in 1982, came at a time when subscriptions to overseas organizations were under close scrutiny because of currency exchange pressures. The MRC paid out an extra £140,000 in 1982/83 to maintain payments to the EMBL and the International Cancer Agency.

The council's decision is vital for the 250-strong laboratory staff both because the UK pays 15 per cent of the

total and because a British withdrawal would raise doubts in other countries. Following the ABC recommendations, a special review group drawn chiefly from members of the council's cell board visited the Heidelberg laboratory several times. The review group, the cell board said, finally the full council, all agreed the subscription should continue.

Mr John Lauweys, senior assistant secretary, said: "A lot of our buildings are around 20 to 25 years old and need major plant renewal including lifts and central heating systems. We have had to replace pipes and radiators in our halls because they were suffering from corrosion. Saving money on repairs can prove false economy and we are very worried about it."

Last year at University College, Cardiff, a piece of Portland stone cladding, weighing several pounds fell from the eighth floor of the tower building. While re-cladding was being done the rods inside the tower were found rusting. Altogether this work is costing more than £3m and the UGC has given a grant of £700,000 to help.

At Birmingham University part of the ceiling of the great hall collapsed. Internal decoration, which would have uncovered the damage, had been abandoned due to the cutsbacks.

In 1981 the maintenance budget offered up £1m savings, and then a further £1,750,000 was cut. Mr John Farthers said: "Things looked grim two and a half years ago, and they are looking grim again now."

At Bedford University, there is a general reduction all round of 30 per cent. Mr Euan Beattie, the information officer, said: "It is also difficult to persuade departments to move when based on a low maintenance budget."

Routine maintenance was down to the absolute minimum and he cited cases of water pouring from roof, and tiles falling off the sides of

buildings, without the funds immediately available to do the work. He said the university was also suffering from design faults from buildings put up in the 1960s such as lifts becoming obsolete.

At Leeds, a spokesman estimated they needed to spend another £1m a year to make "exceptional repairs", such as re-roofing, repairing concrete buildings where pieces have fallen off, replacing a heating system and re-wiring.

At the University of Manchester Institute of Science and Technology there have been large cuts in the maintenance fund for the past three years. Mr Victor Slater, director of estates, said they had been forced "more and more into breakdown maintenance policies rather than prevention."

He said a roof which had been patched for the past six years at a cost of £5,000 annually was now having to be completely replaced after the patching had failed catastrophically. The cost will be £60,000. In addition UMIST is facing a £70,000 bill for repairs to a concrete building.

"Although building problems like roofs can be done, heating, ventilation systems, in fact all mechanical equipment, become obsolete. So plant replacement is I believe the issue, in financial terms it is even more significant than building repairs," said Mr Slater.

But the more serious news was the indicated grant levels for 1985 and 86. A long term review of academic priorities will not report to the senate in June, much earlier (see originally intended).

Next year's grant, still to be approved by the Treasury, has been fixed at £58.6m which includes a loan of £800,000 for the continuing education programme and £600,000 for a fund to help unemployed students. This assumes a fee level of £133 which means tuition fees have nearly doubled since 1980.

The Department of Education and Science has asked it to consider certain options to cope with the grant reduction. These are an increase in fee above the inflation rate, a cutback in courses or broadcasting, further reductions in student support services and efficiency savings.

The indicated grant levels for 1985 and 1986 are £59.1m and £58.2m respectively. The grant levels which only allows for 4 and 3 per cent inflation respectively.

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Privy Council 'being used' to break tenure

by David Jobbins

Ministers are maintaining their determination to break university teachers' tenure and have advised the Privy Council to take every opportunity to include dismissal on grounds of redundancy in charters submitted for revision.

In a Commons written answer on the eve of the Christmas recess Mr Peter Brooke, under secretary for higher education, confirmed that Sir Keith Joseph had advised the Privy Council that in his view provision for dismissal on grounds of redundancy should be made whenever institutions petitioned for a new or supplementary charter. At least three institutions have charter changes locked in the system because they are unwilling to make the changes which the Privy Council is demanding.

They are Sussex University, University College Aberystwyth, and the London University Institute of Education.

But an MP is now to challenge the Privy Council to say whether it has reached its view on tenure independently or whether it is simply following Sir Keith's advice. Dr John Marek, Labour MP for Wrexham, who tabled this question said: "The question is whether the Privy Council's arm is being twisted. I think it is."

"The Privy Council is an independent body and while there is nothing to stop Sir Keith (Joseph) giving his views, it should tell us whether it is taking his views into account and if so why. It is clear in practice the Privy Council has accepted Sir Keith's advice and it now naves universities a duty to say why it has done so."

He is in question the relevant ministers on the constitutional issues and to write to Sir Neville Lee, secretary in the Privy Council. Until the June election Dr Marek was a lecturer in applied mathematics at University College Aberystwyth, one of four institutions under pressure to accept redundancy as a reason for dismissal.

Mr John Akker, deputy general secretary of the Association of University Teachers, attacked the timing of Mr Brooke's statement as provocative.

"Universities are only just recovering from the aftermath of the 1981 cuts and the statement demonstrates quite clearly how the Government wishes to use the Privy Council for political purposes which have nothing to do with the proper running of the universities. Most universities would if left to themselves wish to retain tenure and this has been shown by recent votes in many senates," he said.

OU faces grant crisis

Three years of tough and increasing belt-tightening faces the Open University after notification of its grant for next year and a worsening forecast for the grants for the two following years.

A £3.5m shortfall in the 1984 grant was confirmed in a letter to the university last week. Contingency plans had already been drawn up by the senate in anticipation of such a cut which included freezing staff posts permanently and the start of new courses.

But the more serious news was the indicated grant levels for 1985 and 86. A long term review of academic priorities will not report to the senate in June, much earlier (see originally intended).

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Socialists plan conference

by Paul Flaher

After a 10-year fight to get itself established and accepted, the Centre for Socialist Theories and Movements at Glasgow University is planning a major international conference on the future of socialism.

Lecturers attached to the centre - thought to be the only higher education unit which explicitly includes the word socialist in its title - believe they have a specially important role promoting the study of Marxist and Socialist theories in an increasingly hostile climate.

The idea for the centre was first raised in 1973, but it was 1979 before the MP in Glasgow was allowed by the university senate and it has only recently assumed its full title. A one-year diploma and a two-year MPhil are offered covering the political economy and philosophy of Marxism, and comparative Communist political systems. About 10 students have taken this course.

The centre now plans to broaden out by sponsoring a conference to examine whether socialism has a future.

Mr Scott Meikle, a philosophy lecturer attached to the centre, said the conference was a very important landmark. "We have been battered about since 1973 and faced all sorts of accusations. We do feel it is a question of academic freedom that we do this work now more than ever."

Opposition to the centre was repeatedly raised at university senate meetings, particularly from lecturers at the university's long standing Institute for Soviet and East European Studies.

Mr Hillet Tiffin, lecturer in Marxist political economy, said the centre was now about the only higher education section attracting student awards specifically for Marxist studies. "We feel it must be important for open and critical and scholarly study of this kind to continue in universities."

The centre has attracted many well known academics to help sponsor its conference set for Easter 1985 including Noam Chomsky, the US linguistics scholar, Bertell Ollman a US Marxist scholar, Christopher Hill, the Marxist historian, G.E.M. de la Motte-Croix, formerly of Oxford, and Brian Mazzafero from Sussex University.

Review of the year i-viii



'Vital' European laboratory subscription to continue

The Medical Research Council has decided in favour of continuing its £1.2m subscription to the European Molecular Biology Laboratory (EMBL) in Heidelberg, after a lengthy review of the laboratory's scientific and financial standing.

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1982, came at a time when subscriptions to overseas organizations were under close scrutiny because of currency exchange pressures. The MRC paid out an extra £140,000 in 1982/83 to maintain payments to the EMBL and the International Cancer Agency.

The council's decision is vital for the 250-strong laboratory staff both because the UK pays 15 per cent of the

total and because a British withdrawal would raise doubts in other countries. Following the ABC recommendations, a special review group drawn chiefly from members of the council's cell board visited the Heidelberg laboratory several times. The review group, the cell board said, finally the full council, all agreed the subscription should continue.

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DON'S DIARY

MONDAY

Lying snow no longer lures me eagerly out of bed. In fact, nothing does. It's not that I don't enjoy my job, but getting up in the morning gloom at the time of the northern winter solstice fails to appeal. This week is the last of the Christmas term and since I shall be away the next it is my last opportunity to clear my desk.

My department pigeon-hole contains the usual accumulation but includes the first internal Christmas card. For some reason we don't actually hand them to one another. More demanding are the proofs of a lengthy and complicated paper to be returned checked within three days. This is an unwelcome additional burden as I still have 300 pages of a 400-page PhD thesis to comb through before next Monday.

I have a lecture at 10.30 and my watch has just stopped, fully wound. It is vital to get it going again. Nick drops in with a thesis problem.

That afternoon I and my co-author John put the finishing touches to our "Earliest Mammal" paper intended for *Nature*, and down it goes for the final typescript. We go to see Barry about drafting a diagram. The repairer reluctantly agrees to have my watch ready by midday tomorrow.

The rest of the afternoon is spent on the thesis. The work is heavy going but up to standard.

TUESDAY
A balmy wind from the west has melted the snow. I give the car a thrash but it gets filthy again on the journey in. Four more Christmas cards in my pigeon-hole.

I try out the new high voltage generator for the cathodoluminescence equipment, but overall stability is still poor. I re-read the situation where we are producing and publishing important new information on the evolution of porosity in limestones and yet we must spend time tuning worst out equipment. Barry calls about the diagram.

This afternoon is the Royal Society of Edinburgh Christmas lecture to schools, which is being held in Aberdeen for the first time. My role is to meet the lecturer, guide him through the day's timetable including a dinner and provide him with a bed that night. I am asked to see that he remains sober since this is the provincial run, and he is required to deliver the same lecture tomorrow in the capital city.

George Farrow's train comes in seven minutes late at 12.25, and he doesn't want lunch. The lecture is well attended and well received. He talks about how reconstructing ancient patterns of sedimentation in the rocks can help in the search for oil. This is an anticlimax.

We arrive for dinner on the dot of 7.00pm. The guest list is daunting and comprises the president and general secretary of the Royal Society of Edinburgh, the principal of Aberdeen University, the director of education of Grampian Regional Council, two fellows, two senior administrators, the principal guest George, and me.

Sir John Atwell and Prof. R. M. S. Smellie are an impressive Royal Society double act and I resolve that if I am ever to take a rightful place above the sal I must cultivate my own tabled manner. A few wry things are said about the number of teaching weeks and the use of laboratory space.

WEDNESDAY
I get in at 3.30am having dropped George at the station and go on the offensive with my own Christmas cards. I threaten to tear up those of two habitually early colleagues who express amazement at my unusual arrival. Various departmental circulars and internal mailings have accumulated in my box since I last looked, but the external mail is not

yet in. The Aberdeen AUT document advising our response to the UGC's 28 questions is both worrying and annoying. Worrying because it may well be right in its interpretations and projections, annoying because it is characteristically overstated. I put it aside in confusion.

Back to combining the PhD thesis, but Nick drops by with the bulk of his own PhD in draft. Tactfully he suggests there is no hurry to read it. Not many other interruptions before lunch.

The afternoon is mainly taken up with worrying about funding for my triassic reptiles project. Val has been working voluntarily as a curating assistant for the last six months, all sources of finance having dried up. I am seeking a new NERC grant for next year and have nominated her as a technician, but things at NERC look grim. A serious shortage of cash is evidently delaying starts of approved projects and the prospects for the new round in March seem bleak. This is another piece of research that has been turning up trumps, largely through Nick's hard work, and it might have to stop.

I put together an application for Val to a local trust fund that we discovered through writing to all the solicitors and accountants in town, but how could one repay her dedication?

I give the PETEX party a miss and work on late with the thesis.

THURSDAY
The Christmas card battle hots up and I receive six incoming. Among an otherwise ventering assortment of post I get another reprint request, and an unexpected notification of payment by the BBC in respect of an interview that went out on the World Service about a week ago. 125 million isn't a bad audience rating, and they pay me too!

My third year sedimentary petrology practical is poorly attended this morning and I am disappointed. All other third year classes have finished but they are silly to go home. I am irritated by their poor microscopes some of which reveal little of the vital textural information. It could cost £40,000 to replace them and there seems little chance of that in the present climate. I use the big Ortho microscope to demonstrate a point, aware that the student may never identify the phenomenon himself. Later that morning the ultrasonic cleaner in my lab bursts out with an impressive display of acid smoke. I wonder when I'll follow.

In the afternoon I phone to confirm Monday's PhD viva, write a personal reference for Val, try to trace a lost cathodoluminescence slide, and continue to comb the thesis. I drop in at the bonours' Christmas party. That evening I have a Schools Council meeting where the main Friday is corporal punishment.

FRIDAY
Eager to determine the latest Christmas card battle lines I go straight to the pigeon-holes. I am greeted by three large A4 packages, two other items of external post and just one Christmas card.

One letter is from a quarry in Derbyshire to which I had hoped to take a conference party next week saying I can't. Of the packages I recognized one of the my lounge and I realize it is a provisional acceptance of another joint paper with John, this time submitted to *Nature*.

Erla comes in from the polluting room and we discuss the thickness of cathodoluminescence slides. I forget to tell her that I am leaving at 10.55, nearly half an hour late. I am apologetic and he is decent about it. I do little work between then and the end of the exam, thinking about my week, and I begin to sketch out a Don's Diary.

The afternoon is my last chance to gather my requirements for the week. I phone the quarry and arrange the visit. I requested and a third year essay has appeared in my pigeon-hole. So there is still some life on level three. More Christmas cards. After tea I read the thesis until about 7.00pm but only get to page 258.

I have finished the week with more work to do than when I started and the weekend will be spent on the thesis. The restoration of the out-house will have to wait.

Gordon Walkden
The author is lecturer in geology at the University of Aberdeen.

Letters to the editor
Time for university inquiry

Sir, - When the Robbins committee reported in the early 1960s, it proposed vastly increased expenditure on universities, including an expansion of student numbers and the creation of seven new universities. This was rapidly followed by the conversion of some colleges of advanced technology to university status. All this increase in expenditure was passed with virtually no debate and universities indeed were on the crest of a wave of public esteem. Parents who had children born at that time must have felt that their education was secure right through to degree status.

In the recent past, significant cuts have been proposed in university expenditure, again almost without any real debate, and certainly with no political party promising to restore

those cuts if they were elected to office. The children born in the euphoria of post Robbins era find themselves going up to university in a totally different climate. It would appear that universities are now in a trough of public esteem, and it is difficult to see how they will climb out.

Almost the same decline in public affection over the same period of time has been suffered by the police, particularly in the London area. The recent Police Studies Institute report has focused attention on a number of critical issues in this decline and has also constructively suggested positive developments to restore public confidence and goodwill.

It would seem sensible to suggest that a similar inquiry should be held on universities. What are they for? How

effectively are they discharging their responsibilities and working towards greater efficiency? Is efficiency a relevant concept? What are the reasons for the decline in public support for university expenditure? And why, at that both politically, economically and socially, universities have suffered without great public concern being evidenced?

Current annual expenditure on universities of about £1,200m is about twice that on the Metropolitan Police. It would seem prudent and sensible for the universities themselves to combine to support such a study which could surely do nothing but good. Yours faithfully

PATRICK RIVETT
Professor of Operational Research,
University of Sussex.

Irish point

Sir, - Dr. Lawlor (*THESE*, letters December 23) has not fully understood my point. My main complaint about her book *Britain and Ireland 1914-23* was that she had "not addressed any of the significant new questions" to her material: in other words, that she had confused the recitation of (in many cases already widely used) source material with originality of approach and thought. The mere publication of extensive quotations from documents is not originality, even if those documents were less widely used than the material which forms much of her book i.e. the material on British Government policy in Ireland, 1914-1922.

I was also surprised to find that she did not appear to have taken account of the excellent research published in this field since about 1974 - starting with Dr. Townsend's book on the British Campaign in Ireland. What (I must confess) I should have said was "a glance at these scarcely more illuminating and specialist works would have..."

Dr. Lawlor claims that she used these works only to refute them. But there is no sign of refutation in her book (unless silence in this case means dissent). She never describes them as "interesting" and "plausible" but is inclined to stick to my opinion that they are more than that. However, even if they were only that, she should have argued with them in her book.

The Stubbs-Jalland article has (in my view) reinforced our opinion about the impact of the Irish crisis on the British political parties in August-September 1914. If she disagrees - and, of course, she is as she says fully entitled to disagree - then she must cite the evidence for her point of view. Patricia Jalland's book on the Liberals and Ireland does not rely on the evidence and subtraction of numbers for a statement that Asquith felt he was not utterly bound to the Home Rule Party in 1910. She declares that Liberal ministers themselves felt reasonably confident on this matter (p. 28).

Dr. Townsend's establishment of the date when the Black and Tans were discussed constructively with the Government and the National Institute for Adult and Continuing Education how a more limited interim development proposal, based on NIACE, might be launched.

I suspect your report was in fact based on the ACC's discussion of the future of another modest success story to the adult field. We have welcomed the work done by the Adult Literacy and Basic Skills Unit (and its predecessor the Education Committee at the December meeting to consider reviving the body not to reverse any earlier decisions).

So far as the future of a national development body for adult and continuing education is concerned, the association's position is clear and remains unchanged. It supported the ACC's recommendation for a national body. It is disappointed that the Government seem unlikely, at least at present, to foster that development. It is, however, prepared to

first recruited is not an interesting opinion but a fact, substantiated by a reference - which I myself missed when I worked on this subject, and which Dr. Lawlor (due, in my view, to an equally unfortunate mistake) missed also. Finally, her claim that a recognition that the context of British party politics in 1918 influenced Irish policy is hardly startlingly new: Prof. Maurice Cowling made it in 1972, and Dr. K. O. Morgan substantially increased our understanding of the British political scene in his recent study of the Coalition Liberals.

This brings me to a final comment. It seemed to me that Dr. Lawlor had misdirected her undoubted academic acuity in that she had claimed (rather stridently) an originality that was not to be found in her book. The reason, I believe, is that previous scholars have made a fine and full contribution to our understanding of this period which Dr. Lawlor does not challenge, but seems to ignore. And her preface does claim that her book is based entirely on unpublished material (which means to the exclusion of all other material, presumably); this would naturally raise the supposition that she thought the exclusive use of these materials exclusive of what? After other secondary sources? The reader must presume so, necessarily made for an original point of view. Dr. Lawlor has much to say that is new on the Irish side as I acknowledged in my review. But not on the British side, for the reasons I give above, and to which I adhere.

I might have added (which I now do) that Dr. Lawlor's book frequently reads like a collection of quotations rather than an argument; that she confuses the mere citation of evidence with the nature of historical argument; and that she comes to absolutely no overall conclusion, but simply states her narrative and leaves the reader feeling rather left in the air. I have no doubt that Dr. Lawlor will make a good original contribution to the study of Anglo-Irish relations; but this book does not live up to her and her publisher's claims.

Yours sincerely,
Dr. D. G. BOYCE
University College of Swansea.

County support

Sir, - I would be grateful if you would allow me to correct the inaccurate and misleading report under the heading "ACCAC fails to balance" (*THESE*, December 9).

The Association of County Councils Education Committee frequently supported and applauded the excellent work done by the now defunct ACCAC, but it was not called on at the December meeting to consider reviving the body not to reverse any earlier decisions.

So far as the future of a national development body for adult and continuing education is concerned, the association's position is clear and remains unchanged. It supported the ACC's recommendation for a national body. It is disappointed that the Government seem unlikely, at least at present, to foster that development. It is, however, prepared to

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Ealing pioneers

Sir, - Your news in brief item "First County" (*THESE*, November 11) mistakenly states that the first United Kingdom inter-university conference degree will only have a small number of students studying on a common course. It

Poly promotion

Sir, - I welcomed the comments from Peter Gold (*THESE*, December 9) concerning promotion in polytechnics. I share his belief that teaching excellence should be rewarded. But quite contrary to his beliefs, Oxford Polytechnic does take this issue very seriously. In fact senior lecturers seeking promotion are required to submit a "teaching profile" containing just the sort of information he suggests is important, and quite a lot besides. Only two months ago the Standing Committee on Educational Development Service in Polytechnics ran a conference, at Oxford Polytechnic, entitled "Rewarding Excellent Teachers, and published a paper describing promotion mechanisms in operation which exemplify this concern for teaching. I would not want to claim that this issue has been solved, but it is being tackled with rather more vigour than he suggests.

Yours faithfully,
ORAHAM GIBBS
Educational Methods Unit,
Oxford Polytechnic.

NUS debate

Sir, - with regard to your reporting of the peace and disarmament debate of our recent annual conference (*THESE*, December 16) there are certain mis-loading points that require clarification.

The report begins by describing our new policy as a "radical departure" from a previous "neutral approach". In fact the policy adopted, upon Britain's withdrawal from NATO, is a reaffirmation of existing policy. As to this being somehow a one-sided policy as you infer, I would respectfully point out that Britain is not a member of the Warsaw Pact, otherwise we would be urging withdrawal from that also.

In addition to criticising senior leaders for escaping the arms race, the conference also strongly opposed the installation of any new weapons system in Eastern Europe, and called for serious attempts by both superpowers to reduce the world's nuclear arsenal. Therefore I fail to see any justification for stating that conference had "made a radical departure from its neutral approach to peace and disarmament".

Yours faithfully,
Neil Stewart
President,
National Union of Students

In the picture

Sir, - Surely there must be some limit to the degree of irrelevance that your illustrations bear to the text they accompany. Your article (*THESE*, December 23) by Caroline Denton "Black Students Clash with Police" describes recent events at the University of the North and the University of Port Harcourt. However, it is illustrated with a picture entitled "Black Students Burn the South African Flag" taken at the University of the Witwatersrand, Johannesburg, some three years ago.

Yours sincerely,
R. H. WORTLEY,
University of Natal.

due to start next year at Thames Polytechnic. In 1977, the B.A. Hons in Humanities at Ealing College of Higher Education was extended to include part-time students and has been operating since that time.

CARRIE TARR
Ealing College of Higher Education.

Union's political role questioned

by David Jobbins

A contest over who should be the 1984/85 president of the college lecturers' union shows signs of being dominated by the constitutional issues which last year led to a victory for the right.

This year's "moderate" candidate for vice president of the National Association of Teachers in Further and Higher Education is Mr Albert Clyde. He has specifically raised the issue of the union's involvement in areas outside its educational and trade union role.

Mr Clyde, seconded to Ulster Northern Ireland region, said: "I believe the association should be politically independent. The membership should be fully involved in decisions and I opposed affiliation to the Campaign for Nuclear Disarmament and worked to get it reversed."

"Although not opposed to CND I feel it is not a matter for NTFHE with its varied membership and educational and trade union aims. It is a matter for individuals to decide for themselves."

Mr Clyde, seconded to Ulster Polytechnic from Coleraine Technical College, was one of the executive members who aided Dr Peter Knight and this year's vice president, Mr Bill Flood, to requisition a special conference to vote on a referendum on the CND decision. Although they were unsuccessful, affiliation was dropped after a consultation exercise in the branches.

Mr Haad, who becomes a president

after the union's May conference, expressed similar views in his campaign last year. Then there was only one left of centre candidate, but this year there are two.

Mr Brian Jones, a lecturer at Brighton Technical College and secretary of the South-east region, has the support of the "broad left" organization of union activists. He has adopted a platform emphasizing the use of established union structures to ensure that policies are firmly based on the views of its members.

Mr Jones has been a member of the executive for four years and is current chair of the women's rights panel. The third candidate is Ms Nan Whitbread, an established member of the executive who has chaired the union's teacher education standing committee.

Ms Whitbread, who teaches at Leicester Polytechnic, has also been active on international issues and was a prime mover in the peace education campaign which was launched at Bourne-mouth in 1981 but largely upstaged by CND affiliation a year later.

Voting is by single transferable vote and polling ends on February 25. Even last year, when interest in the election was high, polling was low. That two left candidates are standing is not necessarily a disadvantage except in the unlikely event of Mr Clyde securing an absolute majority in the first round.

Student editor warned

by Olga Wojtas
Scottish Correspondent

The editor of Strathclyde University's student newspaper claims that the university authorities have been using "sore tactics" following an article he wrote on the principal's accommodation.

Ms Fiona Jorgenson editor of the *Strathclyde Telegraph*, revealed that the university court had agreed to pay half the cost of a house for Dr Graham Hills, the principal, who has been living in a penthouse on top of a teaching block since his appointment three years ago.

Ms Jorgenson wrote that this was the third house offered to the principal in three years and that University Grants Committee guidelines were being breached since no limit had been placed on its cost. She also questioned figures given for conversation work to the penthouse flat.

After the article appeared, Ms Jorgenson was called to see both Dr Hills and the registrar and says she was warned that the university had grounds for legal action against the paper.

"I'm satisfied that my sources were

quite reliable and that the article was factually correct," said Ms Jorgenson. She has refused to print a retraction, but is to publish a letter from Mr David Morrell, the registrar, at the beginning of next term.

Mr Morrell said: "There are major errors of fact in the story. These put together with innocent pieces of information make it look as if something suspicious is going on. We simply want the truth reported."

Mr Morrell said that Dr Hills had never been offered the house belonging to the former principal. It had never been seen intended that the penthouse flat would be Dr Hills's permanent residence.

The university was to pay half the cost of a town house to be used for entertaining and would use funds from the sale of the former principal's residence.

Mr Morrell agreed a figure had not been set for the new house, but added: "That doesn't mean there's no limit to what the university intends to spend. But whatever is done will not cost as much as we have to hand from the previous sale."

Crumbling universities

continued from front page
But it is two years behind on internal maintenance, such as decoration, and 20 per cent down on its normal budget.

"We're doing things we have to do to make sure the buildings stay upright," said the university.

At Keele there has been a 40 per cent cut in the maintenance budget over three years. Most of the money has been saved by a 22 per cent reduction in staff, but there is an eight month backlog of work.

Sir Alwyn Williams, principal of Glasgow University, has warned for some time that more funding is needed for maintenance and repair. The university court has approved a redevelopment plan which will cost over £4m by 1985/86, but the university has told the UGC that several millions more are still needed to refurbish its Victorian main buildings, and the chemistry buildings.

Glasgow's maintenance costs will this year exceed its allocation of £2,250,000.

Edinburgh University, which also has a large number of old buildings, said maintenance and repair had become a problem because of successive cost cutting exercises. Extensive roof repairs were required for the university's post-war buildings, and the telephone exchange would soon need to be replaced.

Phillips, studied the operation of the commissioned research system set up after the Rothschild report in 1971. It recommended that the board should have greater responsibility for coordinating research commissioned by government departments and research councils' own programmes.

The ABCR discussed Sir Ronald's report, published in November as a discussion document, at a meeting before Christmas. But the board did not come to a final decision on what to do to ministers; chiefly because the heads of research councils are unsure of the implications of a strengthened ABCR.

Sir Ronald's report, commissioned by the ABCR chairman Sir David

Energy institute set up

by Paul Flather

A new research institute to study the problems of the world petroleum market and energy pricing has been created in Oxford with more than £1m in funds drawn from Arab oil producers as well as European oil importers.

The Oxford Institute for Energy Studies will be the first to concentrate entirely on the economic and political aspects of the complex international relations between oil producers and oil sellers.

More than £1.3m has already been pledged to the institute, including £400,000 from the Organization of Petroleum Exporting Countries, £100,000 each from the Swedish Energy Research Commission, the European Community, the Mexican Government, the French Petroleum Institute, the Japanese Institute of Energy Economics, and two Arab investment groups. The British contribution has come in the form of an Economic and Social Research Council research grant.

The three main research programmes will be the study of the world petroleum market from the aspect of economic efficiency; the special problems of Third World oil importers such as India and Tanzania; and the issue of consistent energy pricing.

All have representatives on the governing board, along with four Oxford University members. The balance between Arab and European, and university and non-university members, has been designed to ensure that all work done is totally independent of interest group pressures.

The director is Mr Robert Mabro, fellow of St Antony's College, and senior research officer in the economics of the Middle East, who has been drawn more and more into energy research since the OPEC oil price rises of the 1970s.

"Nobody has fully studied how buyers and sellers interact, how the big companies interact with oil-producing nations, how prices are put under pressure and how they change," he said. "We want to put all these aspects together and look at the full international repercussions."

The institute plans a regular journal, and a series of policy papers. It will draw on work done under Professor Richard Eden at Cambridge, the Science Policy Research Unit at Sussex University, the Royal Institute of International Affairs, Stirling and University College, London.

The reply from the home team more bluntly pointed out that early May was an absurd time for a general inspection, that none of the eight inspectors had qualifications in sociology, that only two months before they had passed through the full CNAA validation process (involving visits of subject specialists, university and polytechnic) and that the real issue was accusations made to the Secretary of State and the Council for National Academic Awards by "a former colleague".

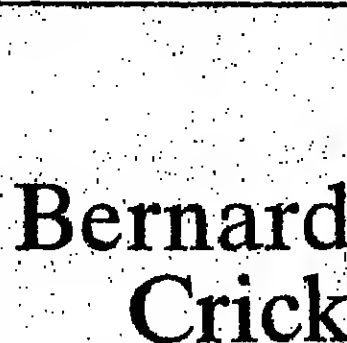
These issues are fascinating. And, I suspect, the inspectors were right (though they've annoyed both their master and their clients) to see reduction of theory to rote-learning as the issue rather than Marxist or any other kind of bias. Rote-learning is bias.

But what in the name of all we hold most dear in defending liberty and in insisting on constitutional procedures rather than either anarchy or arbitrary government were the inspectors doing there at all? Let the department be worst in the land (they are not), but the consequences both for liberty and learning of such random intervention by the central State are far worse than any level of local abuse.

What an extraordinary position for a thoughtful and honourable libertarian to have got himself into! Must the use of liberty always result in a responsible and uniform package? The advocate of the minimal State rests in a way more like old Prussia than (to think of Orwell again) the traditions of that England we all love.

Strengthened, by all means, the external examiners' hands in the final proof of standards, the examination process; but to tell people how and what to teach, whether through CNAA, University Grants Committee or Department of Education and Science is not the thin end of the wedge, but is the thick and already so implemented that we neither notice it nor care. In that sense we have been living in *Nineteen Eighty-Four* for some long time.

However, the research council's reservations, mainly the product of fears about a more powerful ABCR offering stronger direction of basic research, will be set against the advantages of departmental chief scientists presenting their all research programmes for the board's consideration, as Sir Ronald also recommends.

Bernard Crick
One poly gets a foretaste of the spirit of 1984

Big Brother's eye reached everywhere. Now it is often objected that there is an inherent implausibility in such a high member of the Thought Police as O'Brien spending so much time and effort ensnaring and breaking one single powerless dissident like Winston Smith. Perhaps Orwell saw this as symbolic of the concern of the state to be obeyed in all things, with quite a touch about it of divine claims to number and care for even the feathers on a sparrow's back.

However else could it have been justified last May for Sir Keith Joseph personally to order a team of inspectors to case, turn over or rumble (I'm simply trying to avoid an awkward reiteration of the word "inspect", which once had a certain independent dignity about it), tiny little sociology degrees in one of polytechnics? The explanation may be more mundane in that it was so that very field, according to the hagiography of the New Right, that Caroline Cox was assailed, martyred before she was taken up whole and placed in the House of Lords and set at the right ear of God.

This is the explanation of how "The Force" homed in on them, but the justification must be that he sees it as his duty to intervene to maintain standards wherever standards are imperilled and wherever the all-seeing eye can see. Unfortunately, this is not possible in any regular way; it just happens whenever someone at Court catches his eye like Lord Balfoer or Lady Cox. This used to be the basic objection to "arbitrary government", even to "benevolent despotism".

The published report did admit that "the inspection took place at short notice and came close to the period of examinations for some of the students. Teaching programmes were virtually finished in some of the courses."

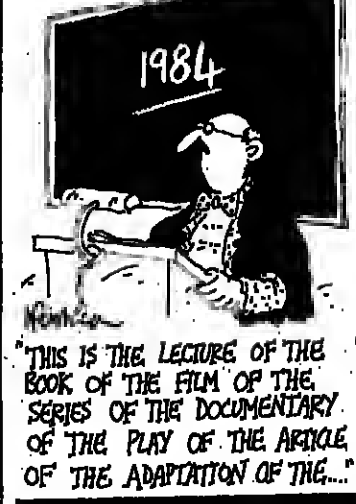
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Catch 22 for students in 1984

Nineteen eighty-four is likely to be the year when thousands of students see their income reduced by hundreds of pounds. Behind the claims that the Government have given students a 4 per cent increase, with a few adjustments which will only affect rich students, lies a series of measures which threaten the largest single drop in student income ever.

This is how it works. First the Government announce a 4 per cent increase for students. That may sound in line with pay claims and awards, only the student grant is not a wage and four per cent is less than 30p per day. It is easy then to make all the points about the student retail price index being much higher than that of any other group. We do not benefit from tax reductions or a drop in the mortgage rate. Our colleges and universities are making massive cuts many of which lead to increased costs for us. But you will have heard most of this before. This is the slow strangulation which has been going on ever since this Government was elected in 1979.

The measures in the pipeline for next year are likely to cost students far more. Not just a case of falling behind inflation but of having our actual cash massively cut. Parental contribution has been subtly changed. It took the right-wing Fleet Street press a few days to waken up before they realized that the new scales could cost students in middle income families as much as £200 less in their grant. Those 'on the minimum grant' will see it halved from £410 to £205. A loss of £205 affecting not 'rich' students but students with 'rich' parents. Government still refuse to recognize the distinction that it does not follow that the student will be looked after by their 'rich' parents.

Travel awards are to be 'reformed'. The main option seems to be a flat rate system with a sum included in the student grant. Such a mechanism is crude and unjust. For students living in high cost areas or living far from their college - especially in Scotland and London - they would again stand to lose as much as £200, in many cases. Figures for Scotland surprised even NUS by the amount students were claiming and how important a component of their income travel grants had become.

It is not widely recognized that the current pay over housing benefit cuts also affects students. Living in the most often overpriced accommodation in the centres of Britain's largest cities students have for some time been able to claim rent and rate rebates. When the new housing benefit system was introduced important amendments meant that for the first time students living in college halls of residence could also claim housing benefit, which they have in their thousands. Most are able to get a pound or two back per week but some have been able to reclaim as much as five or six pounds a week adding £60 to their annual income. In the changes in housing benefit they stand to lose it all.

A majority of students in Britain will be affected by one or more of these measures losing anything between one and two hundred pounds. Those hit by more than one of these will find themselves unable to afford the accommodation they had the previous year. Students will be forced to seek the nearest college accommodation because of travel cuts only to find that the high cost of that accommodation can no longer be offset against housing benefit. Whenever they turn they will lose out. Nineteen eighty-four is the year everyone will be recommended to read George Orwell's '1984'. I suggest that many students will get a better understanding of Government tactics if they read 'Catch 22'.

Neil Stewart

The author is president of the National Union of Students.

NERC under closures shadow

by Jon Turney
Science Correspondent
The Natural Environment Council will need to consider further laboratory closures after confirmation in the science budget of a reduction in its share of the vote.

One or more of the three main sites of the Institute of Oceanographic Sciences will be first to go, as revealed earlier this month. But staff in other NERC institutes believe further closures will be sought soon afterwards.

A letter from Sir Hermann Bondi, chairman of NERC, to the director of the IOS, Dr Tony Laughton, paints a gloomy picture of reduction in income from the science budget and from departments' research commissions. Sir Hermann says sympathy for NERC is not very great among members of the Advisory Board for Research Councils, who believe the NERC is a somewhat rigid organization not adjusted to the rigour of the times we live in.

Nor does he expect an increase in government commissioned research

funds. And he argues that making NERC competitive in the market for contract research for other customers means reducing overheads for buildings and support services along with reductions in scientific staff dictated by the overall drop in funding. "Our desired aim of a smaller but scientifically effective cost-effective NERC cannot be attained without us concentrating on a smaller number of sites," he wrote.

The search for dispensable sites began with the IOS and the Institute of Terrestrial Ecology, the two largest NERC institutes after the Institute of Geological Sciences which is already being centralized. The options for IOS are now being reviewed for a decision next March, while a proposal from the council that the ITE should lose its Fuzebrook Research Station in Dorset is being resisted. Other NERC establishments likely to come under close scrutiny in the near future include the Scottish Marine Biological Association at Oban, the Institute of Marine Biochemistry at Aberdeen and

the Institute of Virology at Oxford.

Although staff numbers will be reduced, Sir Hermann's letter says there should be no need for compulsory redundancies in the foreseeable future. Ironically, in view of the large-scale redundancies in prospect within the Agriculture and Food Research Council, he describes this as a "desperate step, one that would produce most desirable results, such as discharging the young high quality staff we have taken such trouble to recruit. It would reduce our capability for management, would result in a loss of morale; our efficiency would drop; we would enter a downward spiral".

However, Sir Hermann warns that very few of the 200 posts which fall vacant in the NERC each year will be filled to the future. Meanwhile, staff are preparing to contest the arguments advanced by the director of IOS for closure of its laboratory at Taunton in Somerset, and have enlisted the support of the local MP, Mr Edward Du Cann, chairman of the Public Accounts Committee.

news in brief

Linking up for diploma

The University of Manchester and Manchester Polytechnic are linking up for the first time to establish a joint diploma in special education needs, a new advanced qualification for teachers working with the 15 per cent of the national school population who are children with special needs.

The new course, which is being set up as a direct response to the 1978 Warnock Committee Report on Special Educational Needs, will be limited initially to 30 places. The first students are to start in the new year. John Johnson, senior lecturer in special education at the polytechnic and Peter Mittler, Professor of special education at the university.

Facts and figures

The first edition of a new annual digest of education statistics has been produced by the Department of Education and Science. It contains 30 tables, including figures on home and overseas students, teacher training, 16-19 year-olds, and demographic trends, and costs £2 from the DES, Mowden Hall, Stalbridge Road, Darlington DL3 9DG.

Youth campaign

The Youth Forum of the European Communities, a federation of youth groups in the EEC including the British Youth Council, is launching a campaign condemning European companies with interests in South Africa. It has published a poster highlighting the involvement of companies like Shell, Fiat, and Barclays in South Africa and advising young people to support anti-apartheid moves.

Choice selection

The Independent University of Buckingham has set up a committee to choose a new vice-chancellor to succeed Professor Alan Peacock who retires at the end of 1984 after seven years. Members include Lord McFadden of Kelvinside, former chairman of Shell, Mr Ronald Hildes, chairman of Becton Products, and Mrs Barbara Sheffield, chairman of the Women's Royal Voluntary Service, all council members.

Going Down Under

Professor Robert Parfitt, head of the school of pharmacy and pharmacology at Bath University, has been appointed principal of Canberra College of Advanced Education, Australia.

Professor Parfitt, who started his academic career in Australia in 1962, has led several major research projects at Bath, including the chemistry and mode of action of drugs related to morphine and applications of biotechnology to problems in drug chemistry.

Oxford cash

A statement of funds just released by Oxford University for the year up to the end of July 1983 shows that the "net worth" of the university, excluding what is held by the colleges and other charitable bodies, rose by £8.5m from £42.1m to £50.6m. Much of this was caused by the realization of previously indicated capital profits.

Controversy over 'super-professors'

from A. S. Abraham

BOMBAY

India's University Grants Commission (UGC) has raised a fierce academic controversy over its proposal to appoint a special category of professors called "professors of eminence". It has already written to some 100 vice chancellors around the country asking them to revise the university's statutes suitably for the purpose.

A professor of eminence will be paid over £500 a month, well above the highest level an academic can get. They will be chosen from a list of nominees submitted by vice chancellors in consultation with experts in the relevant field as well as senior university officials. In rare cases, the UGC

may invite nominees from outstanding academics and scholars. The proposal has been attacked by a number of senior professors of Delhi University. Academics in the capital's other university, Jawaharlal Nehru University (JNU), are no less strongly opposed to it. They say that the scheme will be misused to distribute official patronage in universities, set off rivalries among aspirants and generally corrupt campus life.

They also fear that pressures will inevitably grow sooner or later to have a number of professors of eminence drawn from disadvantaged groups like Untouchables and Tribals, irrespective of academic merit.

They feel that where an individual professor has done work of an outstanding nature, they can be rewarded through the conferment of prizes, fellowships and awards, a number of which already exist. They would also like the UGC to concern itself more with raising the general level of remuneration of academics.

Foreign students may face more restrictions in US

from E. Patrick McQuaid

CAMBRIDGE, Mass

While the massive immigration reform bill was never put to a vote before Congress this year, it appears likely that foreign students will face more restrictive measures at American colleges and universities in 1984.

A survey of public institutions carried out by the New York-based Institute of International Education indicates that foreign applicants can expect less financial help, poorer service and admission criteria more strict than their predecessors have faced. No uniform trends were cited among the 904 institutions responding to the questionnaire, though.

Some 40 per cent of the schools answered that they have raised the minimum score on the standardized test of English as a foreign language, required of all foreign applicants. Evidence of a student's financial ability is now required by 73 per cent of the institutions surveyed and while only a relatively small number have actually cut back on admitted tuition waivers for overseas applicants, some 26 per cent of the nation's public universities hosting more than 500 foreign students have taken such measures.

Overall, 30 per cent of the schools answered that they have initiated more restrictive admissions policies and 16 per cent said they will be offering less financial assistance to foreign students. Tuition policies described as "less favourable" for aliens have been scheduled at 23 per cent of the institutions.

Foreign students, as well as Americans, are applying ever earlier in 1984 for enrolment during the autumn term. In a separate study, the Institute of International Education has suggested that foreign students enrolment in the States "has reached at least a temporary plateau". During the 1970s, foreign student enrolments

grew annually by at least 10 per cent, twice exceeding 16 per cent. But for the academic year 1982-1983, the increase over the previous year was charted at only 3.3 per cent.

The president of the Institute, Mr Richard Krasno attributed the new levels to the worldwide economic recession of the early 1980s coupled with more stringent admissions requirements by American colleges and universities. The total foreign student enrolment for the US during that year hit 336,985, the bulk of which (218,940 students) were attending public institutions.

As was in the case in several previous years, Iranians topped the countries of origin list. Some 26,760 Iranians were enrolled at American schools during 1982/1983, followed by 20,770 students from Taiwan and 20,710 from Nigeria. The survey shows that the number of students from the Middle East, Central America and Canada has declined while those from Europe, Asia and South America has increased. On the whole, Asia has produced most of the foreign enrolments in the States, in terms of world regions.

Study patterns have not changed much in recent years among foreign enrolments. Engineering still attracts the highest concentrations - 77,990, followed by business and management with 60,960 alien enrolments. Maths and computer sciences was slightly lower on the list with 25,680 students.

Most of the country's foreign students are male, single, attend four-year institutions and are working on an undergraduate bachelor's degree. In all categories, most foreign students are paying their own way, relying on personal or family resources. Only 43,240 students were dependent on grants from their home governments and 7,430 received US government aid. Some 29,810 were receiving assistance from their host college or university, though.

MPs criticize Lankan universities policy

from D. B. Udalgama

COLOMBO

University freedom in Sri Lanka is being curtailed, police are summoned frequently to deal with unrest on the campuses and the standard of higher education throughout the country is falling.

These were some of the charges made by opposition MPs when the Lankan parliament discussed the state of the tertiary higher education during the recent budget debates. One opposition MP said that lecturers were not being held because universities were kept closed owing to the unrest. One university had been closed for six months, this year, he said. Examinations were being held on a schedule.

Jaffna University had become exclusive to Tamil students and Batticaloa was going the same way, he claimed. There was no freedom of association in the universities and the administration favoured the pro-government student associations.

But a Government backbencher advocated further privatization of education which began with the establishment of the private, fee-paying North Colombo Medical College. He said they could not afford to provide more funds to universities, and technological institutions levying fees should be encouraged.

Another Government MP asked that the intake of Muslim students to the universities should be increased to 8 or 10 per cent.

overseas news

Australian jobs search gets harder

from Geoff Maslen

MELBOURNE
Recent graduates from Australian universities and colleges of advanced education are finding it increasingly difficult to get jobs in their fields of study, or for many, any job at all.

A survey of graduate job seekers has shown a 45 per cent increase in the proportion of new university graduates with bachelor degrees who did not have full-time jobs four months after completing their courses. The figure for college graduates looking for full-time work was 22 per cent.

But on average the unemployment rate among university and college graduates was well below that of the workforce in general.

The survey of nearly 27,000 university graduates and 18,000 college of advanced education graduates was conducted by the Graduate Careers Council of Australia. Commenting on the survey results, the chairman of the council, Mr John Norgard, said that 1983 had been the toughest year for

some time for recent graduates seeking employment. "However, in a generally difficult labour market they often found work in new areas, and in fact women graduates from colleges of advanced education reported a higher level of full-time employment than in 1982," Mr Norgard said.

Among the new areas uncovered by job-seeking graduates was manual work. Of the graduates in biological sciences, for example who had found full-time work in the early months of 1983, more than nine in 10 were doing manual jobs such as labouring, waitressing, process working and jobs on factory floors. But then university graduates with biological science degrees appear to have the worst prospects of finding work anyway. Some 40 per cent of this group were still looking for full-time employment four months after they had left.

Faced with a tougher job market, more first-degree graduates decided to stay on the study for higher degrees this year. For instance, some 55 per

cent of graduates in chemistry and 61 per cent in physics went on to study for higher degrees or did further training. Unable to find work in areas allied to their professions, graduates from many courses had to look elsewhere for employment. Almost 10 per cent of psychology graduates took up marketing, sales, financial and computing jobs; about 8 per cent of sociology graduates did secretarial and manual work, as did almost 9 per cent of physics graduates.

In the computer science field, however, more than 80 per cent of graduates with full-time jobs had found work in computer-related areas and this profession had one of the lowest unemployment rates for new graduates, a clear indication of the industry's capacity to absorb them.

Similarly, a high proportion of graduates in architecture, building science, town and regional planning and engineering were in jobs closely related to their training.

'Get tough' policy planned

from Donald Fields

STOCKHOLM

If the recommendations of a committee set up by the National Board of Universities and Colleges are approved, Sweden will become less lax in its attitude to students who dally over degree courses or succumb to psychological and drug problems.

Motivated by concerns over wastage of resources in higher education and the practice whereby many matriculants fail to take up available university places, the committee has addressed itself to the criteria for expelling students - a largely taboo subject in a country with a notoriously low pain threshold. It recommends that those who interrupt their courses without permission should forfeit the right to re-enroll as students and that curricula should clearly stipulate how many times a student can fail an examination before suffering the indignity of expulsion.

A board official said the most controversial of the committee's ideas, which are now being reviewed by interested parties pending a final draft proposal to be submitted to the social democratic government, concerned the possibility of barring students for psychological reasons. However, the board considers it was being unfairly interpreted. Its clear is that students should be excluded only when their psychological behaviour and narcotics rebounded negatively on unwitting third persons. In such a case, the faculties of Sweden's professionally-oriented higher education system most affected would include medicine, dentistry and teaching.

Some student unions have expressed misgivings as to whether such a clause could be applied against those regarded by university authorities as malingerers or misfits. Given the current debate over the alleged lack of heterodoxy in Sweden, the fear appears legitimate.

The committee's work should be assessed against a backdrop of two irreconcilable-looking priorities: the need to save money, and the demand for qualitative improvements in higher education.

Polish apologies all round

Jerzy Urban, the chief press spokesman of the Polish government, blundered recently over the procedures for Polish scholars who wish to attend conferences abroad.

After denying in November that such scholars have to sign an undertaking that while abroad they would "take a stand in accordance with the 'take a stand of the Polish People's Republic'", he found himself having to offer an apology.

But not only did Mr Urban appear to be mistaken over the procedures, he apologized to the wrong person. Kevin Bueane, the BBC's correspondent in Warsaw, had nothing to do with the story.

Mr Urban's excuse for his original denial was that he had only checked



Jerzy Urban: double mistake

with the Ministry of Science, Higher Education and Technology and had overlooked the fact that other bodies also send scholars abroad.

THE TIDE OF OPINION

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The Spectator

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Library Journal



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Joint funding for videodisc

The University of London Audio-Visual Centre is to produce four educational videodiscs to a £370,000 joint project funded by the Department of Trade and Industry and Thorn EMI.

Two discs will be on topics in human anatomy, another will be related to the intermediate degree examination in laws and the fourth will be on veterinary medicine.

Teaching staff from several schools of the university will work on the academic design and content of each production. The discs are to be designed so that they may be used at different academic levels, and the

master material programmed so that it is not limited to any one format or manufacturer. Production is scheduled to start on February 1 under supervision of a committee representing the university, the DTI and Thorn EMI.

Michael Clarke, director of the Audio-Visual Centre since 1968, will undertake day-to-day management and the senior producer will be Dr David Clark. A pilot videodisc has already been prepared to examine the problems involved. A dozen experimental copies of the one-side-only disc have been released and the complete double-sided version is to go on sale early next year.

Student in fees wrangle after year abroad

A self-financing student is being forced to pay his course fees for a year he did not spend at college. He went to Norway for 1981/82, paid for by the Norwegian government, and has been told by his university that he cannot complete his degree until he pays £900 for his year's course.

Malcolm Bolton (29), a language, literature and philosophy student at the University of East Anglia in Norwich, started college in 1980/81 after saving up for several years to pay for his course. In the autumn of 1981 he began his year in Norway, paid for by a

bursary from the Norwegian government. When he returned to UEA in the autumn of 1982, he was told he had to pay his fees for his year abroad, even though he had had no official contact with the university while in Norway.

He says that he was not told before he left that he would still be liable for the fees while away, and that such cases are not mentioned in the university's regulations. The terms of study which all students have to sign before taking a course at UEA say: "But I understand that the university officials insist that Mr Bolton was told that he would still

be liable for the fees while abroad, and that the university is obliged to charge him following a directive from the University Grants Committee in 1979. The directive said the UGC would expect colleges to charge self-financing students going abroad, and would deduct the amount from their grant to the college.

UEA information officer Joanna Mohon said that there have been several similar cases since Mr Bolton returned from Norway, but that all the students involved have paid the fees without question, although the fees

have since been almost halved to £480. "If a foreign college charges a self-financing student a tuition fee, this would be paid by us, and we would charge the student £480 on matters not covered by the grant," she said. "We would be wrong to be charged," she said. "We did arrange for Mr Bolton to pay by instalments, but we cannot waive the fee completely because several other people have paid since. He was told he would have to pay before he left by the finance office, although I believe the students union may have told him he would have to."

Patricia Santinelli talks to Keith Thompson about his new role with the NAB

"Seeing England beat Wales at Twickenham followed by *The Marriage of Figaro* at Covent Garden is my idea of the perfect day," Mr Keith Thompson, the chairman of the National Advisory Body's new teacher education group which meets next month for the second time, said when asked about his hobbies.

In truth Mr Thompson seems to have precious little opportunity to achieve this wish. His chairmanship of the group comes on top of his deputy directorship at North Staffordshire Polytechnic and his chairmanship of the Council for National Academic Awards undergraduate initial training board, all of which are time consuming, if not overwhelming.

"Being in charge of both academic and resources planning has meant a fairly heavy workload, so it can be a problem when you are also involved in national bodies. But I have no regrets because these things have to be done. And at the very least you are not guilty of parochialism in your own institution and you can challenge its thinking," he said.

His appointment as chairman did not come exactly out of the blue, for Mr Thompson was one of the members of a review group set up by NAB to examine the impact of the 1982 teacher training exercise and advise on the most effective contribution the NAB could make to the future of initial training in the local authority sector.

The teacher education group was set up to bring both initial and in-service training provision provision within the remit of NAB's future planning exercise. The NAB made it clear in 1982 and in a later review that such provision could not be planned separately from other courses because it could lead to an imbalance both nationally and in individual institutions.

Undoubtedly Mr Thompson's chairmanship of the new group is partially a recognition of his contribution to a report on the subject but mainly an accolade for his work in teacher education which has not had an entirely happy history.

Mr Thompson was principal of Madeley College which was merged into the North Staffordshire Polytechnic, only to be killed off completely in last year's round of teacher education cuts.

"The closure of Madeley after 10 years was enormously sad. If you live with the spirit of an institution which had character and see it destroyed stage by stage, it is pretty traumatic. As a result I have had to learn the necessary detachment," he says.

Mr Thompson, who describes himself as a passionate moderate, is well aware that institutions are extremely tight-knit. "Basically they are suffering from some sort of shock as a result of a long battle," he says.

But, he says, he points out, he is within a system which has allowed the planning of teacher education to remain completely divorced from that of the rest of higher education, with the result that it is out of phase.

"This means that further rationalization cannot be ruled out, although it is appalling that anyone should be in the position of asking if there should be more cuts when the right situation should have been produced already," he says.

But Mr Thompson is adamant that if further cuts are made then every effort must go into creating within the context of higher education, a stable base for further development, one which takes out uncertainty and the fears that bedevil teacher education and allows the individuals involved to breathe more easily.

"I don't subscribe to the theory that uncertainty and instability keep people on their toes. In my view of the education process, there has to be room for growth and time to mature. There has to be the capacity to follow up imaginative ideas."

Further rationalization (if it becomes necessary) is some way ahead, since last year the Department of Education and Science set targets up to, and including 1985. And although NAB is investigating former colleges of education and those recently involved in teacher education, the group's role in this will remain advisory.

Its first meeting in November was

"I don't subscribe to the theory that uncertainty and instability keep people on their toes. In my view of the education process, there has to be room for growth and time to mature."

A life spent in learning

very much designed to establish the parameters between the DES and the NAB. Apparently there is every indication that the department is willing to work in consultation with the group - though it does not plan to abandon control over numbers - and therefore future decisions on teacher training should have a far wider debate than before.

The group also considered its relationship with other bodies such as the University Grants Committee and the CNA - some of the group's members are already on both - but particularly the Advisory Committee for the Supply and Education of Teachers.

NAB is not on the main membership of ACSET and Mr Thompson would like it to be directly represented. But he says this will be a question of whether then you can more easily argue for representation," he said.

This is obviously important as the group apart from taking a long cool look at initial teacher training, is examining the position of in-service training, while a committee of ACSET is engaged on similar work.

"The question with in-service is whether we can move towards a much broader approval procedure, that is the scale of operation for each institution and some procedure for approval to be negotiated locally and regionally rather than nationally, because so much in-service provision is at those levels," he said.

Mr Thompson's feelings and ideas about the future of teacher education as well as his knowledge of the system are partly based on his experience acquired as chairman of UGIT and his chairmanship and membership of many visiting parties to other institutions which he describes as very valuable.

He admits to a secret fascination for other people's style of chairmanship and says it is vital to produce an atmosphere of relaxation which allows individuals to speak freely about their courses. "All the documentation in the world will not tell you what an institution or a course is really like, you have to see it and hear it for yourself," he says.

His fascination with teaching and teacher education goes much further back, almost to his New College days in Oxford, where he read philosophy, politics and economics, after having discovered great learning towards philosophy.

From there he went to the City of Bath School, now a comprehensive, where he was immediately put in charge of developing its education

programme, where it was still a "very new thing". After six years at the school, Keith Thompson was itching for another challenge, one which he felt no school could offer since at the age of 30 he was far too young to seek a headmaster's position.

As a result, in 1962 he became a lecturer in education at Newton Park, now part of Bath College of Education. He felt this was the right move because of his great interest in the nature of the curriculum and the process of education.

Within a very short time, Keith Thompson also became involved in the journal *Education for Teaching*. He first joined its editorial board and then was promoted to the editorship. His policy as editor was to provide a central forum for all issues which were pertinent to the debate on teacher education.

He adds that he was trying to make explicit a great deal which hitherto had not been questioned in the system, such as for example the very fundamental debate on curricular and value issues.

During his editorship, Mr Thompson had left Newton Park, where he had been promoted to a senior lectureship, for Philipps Fawcett College to take up a post as head of the education department.

Again he proved to be a fruitful move, still set in a period of expansion and the development of the BEd. Keith Thompson enjoyed his work and, in particular, blending the academic with the professional.

From there Mr Thompson was off to a bigger challenge to become principal of Madeley College. This was in 1972, when the college was still large, with 1,500 students and a strong sense of mission and was very much in the business of teacher education.

However, the college, like many others, was soon to come under attack. In the first round of cuts, its target was reduced to 850 students, and in the second to 400. At the same time it was merged with North Staffordshire Polytechnic because at that level it was no longer viable on its own.

In a way Keith Thompson is quite philosophical about this major change in his life. He says he would have been perfectly happy to have stayed there if he could have made it the kind of institution he wanted.

However, as a result of it merging with others, and my deputy directorship, a number of new activities have opened up in the rest of higher education which I find very stimulating," he says.

Students prepared for private practice

In the United States, private universities and colleges are commonplace; they count among them some of the country's most distinguished higher education institutions. In Britain, the newly-chartered University of Buckingham still leads a somewhat isolated existence among the publicly financed higher education institutions, but it was founded as long ago as 1976 and is steadily gaining status and recognition.

In the German Federal Republic, where there is a strong tradition of extensive and strict control by the state, private universities, types higher education (outside the domain of the church) seemed until recently out of the question. Yet now the improbable has happened.

After several years of planning and battling with the government of the Land Northrhine-Westphalia, the new university of Witten/Herdecke, on the eastern border of the Ruhr district, admitted its first 26 subjects, all in medicine, earlier this year. Other subjects will follow: dentistry, oriental studies, philosophy, biology, mathematics, probably also law, engineering and economics.

At the end of the expansion phase, in about 10 years, the university will have 3,000 students. By British standards this is not unduly small; by current German practice it will be far below the average size of an "ordinary" university.

This is only one of several features by which the new institution will differ from what has become the German norm. The most important difference is that the new institution was founded by private initiative, not by the government, as had all previous universities. It will be financed by donations and will not be given any state funding.

The Northrhine-Westphalia government sanctioned the new institution, by formally giving its approval to its foundation in July 1982. The education minister personally attended the opening ceremony on April 30.

The 1975 Federal Hochschulrahmengesetz (Higher Education Framework Act) and other Land legislation permit the foundation of non-state higher education institutions, in addition to the already existing church colleges. Several attempts have been made to set up such institutions, for example on international European University in Munich, and a medical school by the Medical Practitioners' Association.

Witten/Herdecke succeeded because of the drive and imagination of two exceptionally determined, medically qualified people. They had already successfully introduced new practices of patient care in a local hospital which has become the teaching hospital of the new medical faculty.

Their ideas and their enthusiasm not only got them the support of the (Social Democrat-controlled) councils of the two towns involved but also of industrialists and managers, some of whom now sit on the university's council, and of the trade union-owned *Bank für Gemeinwirtschaft*. The latter has guaranteed for five years DM17m which is all it will cost initially to set up the new university - a far cry from the DM100m or more it has cost hitherto to establish one.

The press, too, has been largely supportive. Many critics of the existing system of training doctors welcome the opportunity the new foundation offers to modify syllabuses and to change the basic orientation of medical education in the Federal Republic. The German public holds the medical profession in very high esteem and welcomes any step towards reducing the enormous pressure by qualified school leavers on medical school places.

In the end the Northrhine-Westphalia government could not withhold its approval, any longer, however much the trade unions opposed it and however much even German Social Democrats favour public rather than private enterprises. More than one commentator has pointed out that if the new institution is successful, it will challenge many of the features of existing institutions, into which tens of hundreds of millions of Marks have been poured over the past 25 years.

The government's approval means that the new university is subject to the same Federal and Land legislation as other institutions of higher education. Its charter must, for example, provide for the same opportunities for junior

WORLDWIDE

Gunter Kloss reports on the opening of West Germany's first private university

staff and students to participate in the decision-making process, although its founders claim that the ethos of the new university should make all such participatory mechanisms superfluous.

They wish to return to the the Humboldt idea, to restore a community of researchers, teachers and students, with the aim of jointly working towards extending the range of human knowledge. For the medical curriculum (the only one available so far) this means a drastic departure from existing syllabuses.

Instead of learning how to treat illnesses in a rather mechanical way the Witten/Herdecke students will learn to respect the patient, to look at the problems of a sick person in their natural complexity, to help the entire human being - something that has been demanded by many critics of the existing medical training.

The founders of the new university have explained that in order to enable the students to understand the conceptual basis and the preconditions of medical theory and its hypotheses students must know about the development of western thought as well as about the epistemology and the conditions of the natural sciences. Instead of a narrow medical specialisation they want to educate a thinking medical generalist.

In concrete terms this means that during the first two years of the course medical students at Herdecke will have to follow, over and above medical subjects, so-called "fundamental studies". They must attend classes in, for example, medical psychology, philosophy, history of science and medicine, and even etymology. At least two foreign languages are also required.

Throughout the course - five years, followed by a practical year, as is the case with other German medical schools - the demand on the student's hours before qualification. To facilitate this the academic year is divided into terms rather than the customary semesters. Some practical classes may even take place abroad.

The course is practice- and individual-oriented. Right from the start, even in the pre-clinical first part of the course, the students are integrated into the hospital environment. For example, they have a social-medical practical class throughout the first term.

Later, during their clinical training in the same modern Herdecke hospital, which has broken with the traditional hierarchical structure of German hospitals and has built up a reputation for patient-oriented "human" medicine, there will be no student per speciality only. This is no reason for the small number of admissions each year.

It appears that being a student at Witten/Herdecke is clearly a privilege. In a revolutionary break with German university tradition the new institution selects its students carefully. Its three areas of selection are: the excellent *Abitur* marks are not the most important criterion, although most new entrants have good marks.

Clearly they constitute a privileged group. Inevitably the new institution was accused of fostering the education of an elite - a dirty word in West Germany - and was opposed on those grounds. Its main founders have defended their concept and have stated that the aim of the new university is to educate and train an elite - but an elite in the intellectual sense, able to cope with the practical problems of life and having a sense of social duty towards other human beings.

BOOKENDS

Living with the orange people

To spend 10 months in a Rajneesh commune in order to write a book about it seems personal dedication rather than duty. Beyond the call of academic duty. Nevertheless that, with breaks for breath and weekends, is exactly what University of East Anglia sociology lecturer Dr Bob Mullan did.

His book, *Life as Laughter*, just published by Routledge and Kegan Paul, is described in its blurb as the first book written by an outsider about the 300,000 "orange people" worldwide, their beliefs, their lifestyle and their Indian guru Bhagwan Shree Rajneesh.

Bhagwan himself has been responsible for 33 million words' worth of utterances in his 52 years, transcribed by faithful followers who have also written books about him. But Mullan, his curiosity about the movement aroused by meeting Rajneesh and after discovering the existence of a large commune only 30 miles from UEA, made clear his intention to maintain academic distance by insisting he paid all his own research costs.

An eclectic socialist - his other work includes studies of computer dating and new towns - he busied himself with the theory and practice of new religions while waiting for permission to visit the English commune, the Medina Rajneesh centre in Suffolk. His request was passed on to the movement's headquarters and current abode Bhagwan in Oregon in America before being granted without restrictions.

He had already visited the commune to inspect his potential subject. "All these people, all to the outside behaviour quite rationally - I knew immediately I would love the research because I would love the interviewing."

Mullan arrived at Medina in October 1982, and spent at least three days a week there carrying out lengthy (three hour) interviews as well as a self-completed survey of all the members, and observing and participating in most of the commune's life for the next 10 months.

Extracts from the diary he kept show that his initial impression was onlin-

stant. "At Medina everyone seemed to be singing, there was a healthy smell of food, and two men hugging and talking." The impression continued throughout his stay. "It is at one and the same time both pleasant and overwhelming. I personally have an image of Medina as a 'house of children', full of celebration, joy and wonder - though it is not all like that, of course."

In January of this year, there were about 100 adults and 30 children at Medina, Mullan records. The average age of the adults was between 30 and 35; the majority had undertaken some form of further education and had been in the professions or creative arts; the majority were either divorced or single, coming from at least nine countries.

All the children live in the "kids house", where all except two are educated in an informal style which Mullan openly admires. (The other two, the oldest, go to the local comprehensive school and have a harder time in their orange clothes since the local uniform is purple.) Although the children know about Bhagwan and sing songs about him, they rarely think about him unless asked. "There is absolutely no indoctrination," Mullan laments.

The adults work a six and a half day week, beginning each day with a work-out or Tai Chi and working more than nine hours a day. Apart from running the commune, work includes a printing press, a "healing centre" for outsiders offering a mixture of alternative medicine and heavy parlour and a vegetarian restaurant. Medina members are shortly to acquire a jacuzzi, and to start running Jane Fonda exercise classes in neighbouring village halls.

The Rajneeshes speak constant 1960s Californian - "far out, body space, uptight," Mullan notes. "people get upset at quite unusual things - eg the blossom has been knocked off the hibiscus".

His own prose is less than elegant - partly because he wrote the book very fast to meet an accompanying television deadline - and he is not wide-eyed

Research took sociologist Bob Mullan to live in a Rajneesh commune. Karen Gold reports

about the Rajneeshs, particularly about their leadership.

In the book he notes that Medina was clearly run by a small elite. "Spontaneous happenings are in fact extremely well staged." On arriving, he found difficulties began to arise when he started to distribute questionnaires. "They were being sifted. Certain people were told to answer them and others told not to. I suspect certain people were encouraged to say certain things."

Then he visited the movement's headquarters, the 64,000 Rencho Rajneesh in Oregon. The atmosphere was tense. Bhagwan was under threat of deportation by the US authorities and the local Oregon community was hostile and even violent towards their orange neighbours.

At Oregon he saw Bhagwan, who since 1981 has stopped uttering and taken up silence. He also heard Bhagwan II (an Englishman and Bhagwan's deputy) holding forth to Rajneeshs. "I think that's what finally convinced me. I found it very hard to take an Englishman talking the language of Eastern mysticism... Bhagwan had an amazing skill of synthesizing... But this man shocked me. What he said was driven."

Mullan's condemnation here, and his criticism of the regime at Medina - "the hypocrisy of it, saying we are free people when there were lots of restrictions of people being in control of their own destiny when it was quite clear they weren't" - are considerably stronger than anything in the book.

That makes clear his criticisms on other grounds: the unpalatability of an Indian guru who has no time for the poor; the ego-message that comprises much of Bhagwan's teaching; the inconsistency both of Bhagwan's teaching and the movement's history.

But it also provides a defence of the Rajneeshs as peaceful people - in the context of a nearby US Air Force base with a rather better local public image - and as praiseworthy in their attempts to throw off their backgrounds and conventions. "I just think anyone who decides to do things the difficult way to be applauded," Mullan comments.

And the defence extends further, to the Rajneeshs in arguing the legitimacy of new religious movements. Mullan says the book is a



Bhagwan Shree Rajneesh in Peoria, 1976

defence of new religions against the anti-elitist, he attacks the latter arguments, and makes unflattering comparisons between Rajneeshism and the established churches. Accusations of brainwashing are "at best mere conjecture, at worst prejudice," he argues.

The discussion of new religions is the most theoretical part of the book; more interesting are the accounts of Medina and interviews with its inhabitants. Mullan, while stoutly insisting "there is no such thing as pop sociology", argues that a subject like this is not one sociologists should scorn.

Sociology thinks it can protect itself by becoming insular and specialist; instead it should appeal to public interest and brief sociological methods to bear on subjects normally covered by journalists, he says.

In fact, once the book was written, the Rajneeshs wanted rather less of it in the public eye: they asked Mullan to make a number of cuts, all of which were refused. In particular they wanted to remove references to the sexual antics at Bhagwan's first commune in Peoria, India.

But their feelings about the book went deeper than that. "They think I have absolutely destroyed and made a mockery of Bhagwan. They feel that Chapter 3 demonstrates to people that he's a contradictory, hypocritical fool."

"They wanted to have their cake and eat it. They wanted to say, 'we are the most open, spontaneous, free people in the world', and then say 'take out my interview because it might upset people.'"

In some way, though entirely unintended, that was Mullan's revenge. "All the time I was there I was swamped by 'Aren't you repressed, Bob? Aren't you a repressed university lecturer? You'll be wearing red soon... When you've written the book and got it all out of your system, man, you'll be able to be a real person and come running...'"

"At one level, it is very easy living in a commune. But at another level, it's not. What they thought was far out, I thought was perfectly ordinary. So I was never tempted. Not once. Not for a second."

David Jobbins examines how the higher education unions are reacting to the Government's Trade Union Bill

Blunting their weapons

Respect for the law, even distasteful law, is deeply ingrained, among leaders of Britain's higher education teacher unions.

Given the opportunity they would have undoubtedly swollen Mr Len Murray's majority on the TUC general council against outright defiance of trade union legislation already on the statute book.

Earlier legislation dealing with trade unions' internal activities - restrictions in secondary school chief among them - might be regrettable but an open challenge by lecturers verges on the unthinkable.

But even the most "moderate" are fearful for the effects of the Government's Trade Union Bill, which has already been given a first reading in the Commons but is still the subject of discussions between ministers and the TUC. For it deals less with trade unions' behaviour to society at large than with the way they regulate their internal affairs.

Mr Cecil Robinson, this year's president of the National Association of Teachers in Further and Higher Education, and firmly on the right of his side, said after this year's TUC in Blackpool: "All NAFHE members should be concerned about the danger to our autonomy, and by their involvement in our activities help us to maintain it."

Both the NAFHE and the Association of University Teachers would fall foul of the Bill if it becomes law as currently drafted. Designed to defend democratic accountability within unions, it deals with election of voting members of the executive by secret ballot, loss of immunity if union members are not consulted through a secret ballot in advance of strike action, and tougher requirements for ballots on political activities. All three areas affect the AUT and the NAFHE in different ways, but neither have separate political funds nor levy their members for affiliation to a political party. Both the AUT and the NAFHE's general secretaries would need to be elected if the Bill becomes law as drafted. Neither has been a trade union and could expect some trouble from immediate calls from the media for their resignation.

year the AUT council considered a proposal for secret ballots and rejected it overwhelmingly. In full in December Mr John Reilly, a vice president of the union, said: "It is our view that we are a free association and these matters should be left to our members to decide and resolve."

Only two of NAFHE's national officers, the vice-president (who the next year becomes president) and treasurer are elected by secret postal ballot. The executive is elected by and from the union's national council, a body which determines policy between annual conferences.

National council is composed of 100 representatives from NAFHE's 14 regional councils which are the next stage up from branches in nearly every college in England, Wales and Northern Ireland.

All this would have to change if the Bill becomes law. Instead the union would have to elect all its executive in the same way that it now chooses its incoming vice president and treasurer.

While the post of treasurer is a highly charged political exercise, nevertheless fewer than 20 per cent of the union's eligible membership bother to vote - even in 1983 when the contest took the form of a gladiatorial contest between left and right over the union's short lived affiliation to the Campaign for Nuclear Disarmament.

NAFHE members who have bothered to vote have elected a succession of right wingers, while the trend on the executive has been towards the left. The explanation is straightforward - members in different ways, but neither have separate political funds nor levy their members for affiliation to a political party. Both the AUT and the NAFHE's general secretaries would need to be elected if the Bill becomes law as drafted. Neither has been a trade union and could expect some trouble from immediate calls from the media for their resignation.

members involving themselves at branch level in the discussion of policies and their views being sent up to the system until a consensus emerges at national level... The ultimate consensus depends on substantial membership participation which regrettably is not always apparent but which I would want to encourage."

While many NAFHE branches ballot their members in advance of strike action, others may rely on a show of hands at a branch meeting to satisfy the requirements of the union's rule 25 under which industrial action is officially authorized if more than half a branch's members give their backing.

Where a dispute to be national, it is unlikely that the local authority employers would be tempted to take legal action for damages if it was felt that the Bill's demands had not been complied with. But most disputes in the public sector are with individual local authorities over a local issue and the possibility of a "naughty" education authority prepared to go to the courts remains fixed in union leaders' minds.

The Bill specifies that only those the union reasonably believes will be called upon to take industrial action should be entitled to vote. But if any member called on to take action has been denied a vote the immunities are lost.

It updates and revises the political objects clause of the 1913 legislation which prohibits spending on party political activities without establishment of a political fund after a ballot of the membership.

The NAFHE, after its internal skirmish over the CND, retains a rule permitting non-political objects, and it would eventually for the courts to decide whether the tighter and updated wording would render it subject to the Bill. Political parties as well as party candidates come within the Bill's scope, as does spending designed to promote opposition to a particular political party.

Such wording might have tripped both the AUT and the NAFHE in their campaign prior to the June general election when the express tenor of their pronouncements was profoundly hostile to the Conservative Government.

But a court would be bound to take into account, for example, the NAFHE's hostile critique of Government economic policy. Only a handful of council delegates objected earlier this month when the AUT council deplored the Bill as an "unnecessary interference in the democratic right of the AUT" to determine its affairs.

The Bill has greater implications for the AUT even than for the NAFHE. Unlike its public sector counterpart the AUT has no direct elections from the 30,000 membership to any of its leading posts. The executive is elected by council delegates from its 50 or more local associations or branches.

So too is the committee which chooses the heir apparent for the president's chair, a procedure which makes the appointment far less political than in the NAFHE. If the AUT was a federation with no individual members, it could try to find exemption from the demands of a secret ballot for its executive and officers. But loose as the AUT's structure is it would be unlikely to succeed.

The NAFHE has gone one step further than the AUT's pledge of support to the TUC against the Bill. Its conference last May agreed that if legislation along the lines of the then Green Paper was passed the union would continue to oppose it through the TUC "and by all other feasible means during the passage of the Bill and after the passing of the Act".

If the union's leaders are unable to stave off the Bill's proposals, their organizations face profound changes. Greater uniformity on the executive, a feeling of disenfranchisement among activists and a sense of insecurity for their senior voting officials are two most significant.

But beyond these dramatic effects there will inevitably be a change in the wider ethos of the unions. They may well become less critical, their role in the national debate on educational and other issues limited by the elimination of political minorities from their decision-making bodies.

The drama caused by the camera in Room 101

The television version of *Nineteen Eighty-Four* was first screened to a shocked nation 30 years ago. John Sutherland describes the resulting furore which turned Orwell's book into a bestseller

As we approach 1984, two of Orwell's works (*Animal Farm* is the other) are in the 10 all-time bestselling works of fiction list. Prescription in the British and American education syllabus will ensure that they stay there. They are in book trade lore, among the surest of surefire titles. As one publisher told me, you could print *Nineteen Eighty-Four* in gold leaf on vellum, bind it in human skin, price it at 100 guineas a copy, and the book would still sell 100,000 a year.

Yet neither of these works started all that auspiciously. The "gutless" (as Orwell thought) British publishing establishment was very wary of *Animal Farm*. Was it not satirical to the point of rudeness about our gallant Russian allies (Cossacks)? Were not the pigs more intelligent than the other animals and therefore deserved to run the farmyard (T. S. Eliot, *Fabry*)?

In the face of rejection, Orwell was driven to consider self-publication, that last resort of the proud author. Fortunately, the desperate expedient was not necessary. Frederick Warburg took the risk of publishing the animal fable and was subsequently rewarded for his courage with *Nineteen Eighty-Four*, for which, one imagines, corporate thanks are offered up annually in Roland Street.

Both books were critically well received. Orwell died with his reputation on this up. But the rocket-like rise in his stock was to be posthumous. With the drawing of the Iron Curtain across Europe in 1948, *Animal Farm* became a cold war bestseller. Being ride about the Soviet Union was what every guileless publisher now wanted to be.

Nineteen Eighty-Four was also successful, but not quickly, so spectacularly nor for such clear-cut and consequential ideological reasons. By 1954, it had sold some 50,000 in 124 of hard-back and that year went into Penguin. In the autumn, sales of the Secker sixth edition had slowed to around 150 a month - about enough to warrant keeping the work in print, but nothing very wonderful.

All this was changed overnight with the televising of Nigel Kneale's "horrible" adaptation, put out by the BBC on Sunday evening on December 12, 1954. In the five days following, 1,000 hard and 18,000 paperback copies were sold and Orwell's last novel was boosted into the superbestseller which it has enjoyed ever since and will apparently enjoy for ever more.

The epoch-making 1954 *Nineteen Eighty-Four* was produced by Rudolph Cartier and starred Peter Cushing as Winston Smith, Yvonne Mitchell as Julia and André Morell as a peculiarly sinister O'Brien. It went out late evening, directly after *What's My Line?* - highlight of a viewing week monopolized by the BBC's single channel. This scheduling ensured a maximum audience.

As I recall, the production was initially slow, wordy and studio-bound, in the fashion of primitive television drama. But it built up to a suddenly terrific climax in Room 101. (There was also, I recollect, a

disconcertingly persistent resemblance between Gilbert Harding and Big Brother's moustaches.)

The BBC clearly anticipated ruffling some feathers. Twice they gave out the warning that *Nineteen Eighty-Four* was "unsuitable for children, or those with weak nerves." This bad the predictable effect of giving even the most susceptible (and school children like myself) to their screens - with at least one fatal result. As the *Daily Express* (December 14) gleefully reported under the headline 1954 WIFE DIES AS SHE WATCHES:

A forty-year-old mother of two children collapsed and died while watching the TV horror play 1984. It was disclosed last night. Mrs Mrs Beryl Kathleen Mirfin, Mrs Mirfin, a local beauty queen of 1936, was watching the play on Sunday night at her home in Carlton Hill, Herne Bay. With her was her husband who is an estate agent and two friends. In the early part of George Orwell's nightmare-fantasy of a Police State future - Mrs Mirfin collapsed. A doctor who was called asked at once: "Was she watching the TV play?"

In no way outdone, the *News Chronicle* (December 13) carried on its front page under the headline 1984 SPOCKS VIEWERS the report that: Hundreds of angry viewers telephoned the BBC and newspaper offices last night after the TV presentation of George Orwell's 1984 - the story of a nightmare era. All complained that it was too ghastly for television. Not one caller praised the play. The BBC view: "We televised 1984 as a masterpiece of our time."

Mrs Edna Burgess of Holborn rang the *News Chronicle* to say: "I trembled with fear as I watched; it was not fit for ordinary decent-minded human beings. It was nothing but unoriginal bits of horror put together."

Mrs Vivienne van Kampen of Muswell Hill, demanded an immediate campaign to prevent the BBC from repeating the play - due to be shown again on Thursday. "Some of the scenes are the most ghastly things I have ever seen," she said. "It was not only women viewers who were upset. Mr Frederick Poate of Woking, was looking in with Canadian friends. None of us is particularly squeamish, but we found the torture scene where a man was being given electric shocks in a coffin more than we could stand," he said. Callers told the BBC that the play was worse than horror comics and not fit for public viewing.

Inside the *Chronicle's* reviewer, David Holloway, declared - more in sorrow than in anger, apparently - "I should not like to have had the choice of this production on my conscience." Hubbard snarled. On Monday, there was a hastily thrown together *News* discussion. Malcolm Muggeridge (in those days a media liberal) and the head of BBC drama - consensually unimpressed - defended the play against a newspaper television

critic and an apologetic alderman from Tunbridge Wells. Like many of his kind, the alderman was principally indignant that such profanity should have been transmitted on the Sabbath.

For all their self-righteous defensiveness, the point was well taken by the BBC. Since December 1954, Sunday evening has been preserved from drama likely to play on weak nerves or osseous minds.

Excitement about *Nineteen Eighty-Four* carried over into Parliament. On December 15, critical action was set down by five Conservative MPs, denouncing the "tendency evident in recent BBC programmes, notably on Sunday evening, to pander to sexual and sadistic tastes."

This was countered by an amendment, tabled by five Labour members, congratulating the BBC on their brave decision to cater to "adult minds". Sir Charles Taylor (Conservative) took the opportunity to table a motion, congratulating the Government for following in the imminent future "a switch-over to more appropriate programmes."

Finally, another Conservative quiet put down a motion congratulating a doubtless thoroughly dizzy BBC for "bringing home to the British people the logical and soul destroying consequences of the surrender of their freedom." In this bedlam of contradictory opprobrium and congratulation, one thing was clear: there was no party line on Orwell.

Nineteen Eighty-Four became instant folklore. "Big Brother is watching you," "doublethink," "the two minute hate" were everywhere and at once catch phrases as current as Bluebottle's "you dirty rotten swine". Indeed, the *Goon Show* did a programme-length spoof, which provided, yet another parrot refrain, the moronic Eccles's "It's good to be alive; in 1985" (pronounced "foive").

The *New Statesman* made *Nineteen Eighty-Four*, as it might fancifully be reviewed in 1984, the subject of a "Weekend Competition." The "competition" - humor has been used awfully. There was the inevitable Gillie cartoon (lovers on a couch, girl to boy: "Careful George, little brother is watching you.") A waggish television weatherman began his bulletin on December 13 with the harked announcement: "Stand by your seats, citizens, bad news coming up."

The prompt repeat of the play on Thursday following attracted television's biggest ever viewing audience. It also provoked, as the *Daily Mirror* (December 17) put it in a screaming headline: MORE PROTESTS OVER 'H' PLAY. On the same page there was a comment from a staff reporter in the familiar *Mirror* I'm fed-up-to-the-hilloys back-teeth-with-it all manner: NEVER WANT TO SEE IT AGAIN.

As I recall, the production was initially slow, wordy and studio-bound, in the fashion of primitive television drama. But it built up to a suddenly terrific climax in Room 101. (There was also, I recollect, a

thoughtful third leader (December 16), Orwell's dystopian vision had been implanted in the British consciousness more instantaneously and vividly than any previous medium could have achieved. Of course, literary effects (notably "irony", their reviewer complained) had been sacrificed. But "if anything had been needed to underline the tremendous possibilities of television, the last few days have provided it."

Less contemplative, the *Daily Express* muscled in on the 1984 act with a brutally abridged serialization of "the story that started you as a TV play" on December 16. They prefaced the serial with a solemn declaration, assuring readers there was nothing in *Nineteen Eighty-Four* to affront the Tory conscience.

The *Daily Express* is not serializing 1984 to horrify or shock the public. We are publishing it because we believe that the warning against totalitarianism which Orwell conveys so graphically is a warning that should be pondered by every man and woman with a mind and a heart. 1984 in the *Express* version will keep a vital argument going in every home where love and truth and honour are cherished.

The Beaverbrook line of interpretation was not entirely congenial to the Labour Opposition. Horbert Morrison took time off from a speech in Manchester on December 15, to attack the Tory press's initial sensationalism and subsequent appropriation of a socialist hero and former *Tribune* columnist.

He kept his last years. Orwell has always presented problems for socialists. (See, for instance, Gillian's turning down *Animal Farm*, or Raymond Williams's perplexed *Modern Masters* monograph on Orwell.)

Unsurprisingly, the most complicated response to the *Nineteen Eighty-Four* furore is found in the *New Statesman*. References to the television permeate the paper, from first editorial to last column proper.

The review column proper. Look and Listen, dealt at length with *Nineteen Eighty-Four* and its reception. The affair demonstrated to the TV reviewer a cultural rift "greater than we had supposed". He went on to draw an astute analogy between the repressive fury unleashed against the play and the current Government inspired "purge" against obscenity in novels.

This persecution was to lead, by reaction, to the liberal 1959 Obscene Publications Act; the acquittal of *Lady Chatterley* and all the rest of 1960s literary emancipation. There had also been moral and coercive legislation in 1954 against so-called "horror comics". ("Horror" was, as the newspaper quotes given here, indicative, a tallanamic word in the early 1950s.)

The link was enlarged on by the *Evening Standard* (December 13) in an editorial on *Nineteen Eighty-Four*. "What do the critics expect the BBC to do? They seem to be using the well-known campaign against horror comics for children as an excuse for

keeping viewers in blinkers." One can draw a historical fascist conclusion. For a decade and a half of war and austerity, the British public had been disciplined and rationed by the authorities in what they might read and see. Now that authority was losing its power, and attempting convulsively to reassert itself by whipping up a censorship hysteria against "horror" and "filth".

Certainly the *Statesman* distrusted the authorities and indulged paranoid anxieties in its front-end analysis of the *Nineteen Eighty-Four* "brouhaha". An editorial (December 18) went so far as to allege that the whole thing had been devised by some secret ministry to mobilise the British for cold war. It was a suspicion worthy of Orwell himself. Last Sunday's television version of 1984 drew the intended squeals of horror at George Orwell's picture of what life might be like just thirty years on. Yet when the BBC this weekend reports on the nightmare deliberations of the Nato Council in Paris, the British public will remain placid and unmoved.

The reason for the contrast is obvious. Of course the real war preparations of the present are far more horrific and demoralizing than the fictions of George Orwell's imagination. But this fact must be carefully concealed from the British public.

So the BBC diverts our emotions with fictional fears. We are to be shocked by the Orwellian fantasy of what life might be like under Big Brother into believing that reliance on the H-Bomb and the A-Bomb is a sensible way of keeping Big Brother at a distance.

1954 was the last year of the BBC's one-channel monopoly of television. The uproar over *Nineteen Eighty-Four* gave ammunition of two kinds to the corporation's critics. First, there was the lowbrow demand for an "entertainment" channel (what was soon to emerge as ITV), put in all its staidness by the *Star* (December 13):

"What's My Line? odds all too soon. Why can't such a big attraction be screened for an hour anyway. But no, it had to give way to 1984, a monstrous nightmare of an entertainment which infatuated viewers already infuriated by a long series of dreary Drama Department appointments like *Peer Gynt* and *Travels and Crises*. Even if the horror scenes could be forgiven the play's two hour boredom couldn't it seem as if it wouldn't end until 1984."

The contrary argument was that the clearly disturbing effect of *Nineteen Eighty-Four* proved the need for a "minority channel" (BBC2, as it was eventually to be), unfettered by any requirement to entertain vast numbers of bonny 10 million viewers. Such was the conclusion drawn by the *Daily Herald* (December 14):

Sunday's TV play 1984 was utterly unsuitable for family circle entertainment... There is only one way out. The Government must permit the BBC, as quickly as possible, to open a second TV service, so that we have the equivalent of a Light and a Third TV programme.

The *Nineteen Eighty-Four* controversy articulated the case for diversity, heterogeneity against the current (the debate continues with the current question of whether to wire the whole country for cable television). It was, at the very least, evidence that the BBC, with its one channel, could no longer please all the British television people.

Nor could television any longer remain ignored, or be relegated to the status of visual radio. It was now proven to be a medium capable of unprecedented impact.

No film, novel, radio or theatre play could have generated the instantaneous, nationwide shock of *Nineteen Eighty-Four*. The subversive potential of the one-off play was revealed. The *Nineteen Eighty-Four* furore was to be repeated (if less persistently) with a whole succession of *Wednesday Plays* and *Plays for Today*.

The programmers got the message. *Nineteen Eighty-Four* may have attracted "hundreds" of hostile phone calls. But it also drew the highest viewing figures of any television event to date.

Henceforth, no television play could argue itself successful unless it jammed the switchboard. Audience protest (something which the legitimate theatre with its paying patrons could not risk) was established as television theatre's main ingredient.

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review of 1983



review of 1983

YTS plays tough with colleges

youth

Local authorities and their colleges of further education might have guessed that they would get the rough end of the deal on the Youth Training Scheme in 1983. But few could have imagined that they would end the year being blamed for the shortfall in the number of trainees, as well as facing a situation which could break some of the institutions.

The year started on a high note, in spite of the determination of the Manpower Services Commission to introduce "an employer-led scheme", because colleges were told that they could expect at least half of the places being allocated under YTS.

Disillusionment came early when the Association of County Councils and the Association of Metropolitan Authorities complained to the MSC that they were being hampered by several factors.

These were inadequate capital funding, lack of information about the number of places or entrants colleges could expect, and therefore an inability to plan extra staffing. In addition there are the problem of penalties which authorities would incur by overspending if they contributed to YTS.

The MSC did raise the amount of capital funding, but not to the level the associations wanted. It did nothing, however, to indicate how many entrants colleges could expect because this was being determined locally and regionally.

In fact it turned out that even in areas of high unemployment, the major drive was to give places to employers or private trainers as it turned out in some areas.

The national scene was dominated by the level of trainees' allowances. Mr Norman Tebbit, the then Secretary of State for Employment chose not to raise the £25 a week allowance on the grounds that to do so would cost some £2m a year.

By then the colleges were being attacked for their lack of flexibility. A number of managing agents were complaining about colleges' refusal to remain open for the whole year or allow young people on to courses at different stages. Later there were to be told that if they had not acquired sufficient off-the-job training, it was because they were not competitive.

The first indication that trouble lay ahead emerged when the MSC said that there might be more places than needed on the YTS. Shortly before this the MSC had announced that 17-year-olds could be admitted on to the scheme.

The first sign of institutional trouble came at Exeter College, Devon. A deficit incurred through running YTS and the shortage of trainees, threatened its traditional courses and eventually the jobs of many of its staff and its own existence.

At the same time the ACC was leading a renewed attack on the MSC asking both for an extension of the 13-week off-the-job training and higher funding for Mode B schemes. It pointed out that neither they or the colleges could afford to run the courses at the current rate of payment.

This resulted in a regular forum being set up between government departments, the local authority associations and the MSC to discuss problems on YTS, as well as a working party looking at funding for 1984.

By the autumn rumours of the shortfall had become reality. It became clear that every type of scheme was under target, but particularly those run by colleges and local authorities.

The MSC attempted to diffuse the claims but was eventually forced to admit that there would be a shortfall of some 20 per cent in the number of young people coming on to YTS. In November for some areas there was a 30 per cent shortfall.

At first the commission pointed to a rise in further education participation which proved to be false. Eventually it was revealed that there had been a decline in youth employment.

which unfortunately did not account for all the "missing" young people. Only 350,000 will have joined the scheme this year instead of the planned 460,000.

Now all sides face a dilemma. In December the ACC threatened to withdraw from participation on the scheme. If it does the MSC could leave it to private trainers but this would undermine its relationship with further education and the quality of the scheme.

The obvious solution of providing the extra funds required by local authorities and colleges continued not to appeal to the MSC, on the grounds that the £200m underspent would be clawed back by the Treasury and therefore not available.

The Department of Education and Science's contributions towards YTS remained muted, although Her Majesty's Inspectorate is to participate in a monitoring exercise with the MSC's quality advisers. The DES is also taking part in consultations with other bodies, and its officials serve as observers on at least two groups overseeing YTS.

Although the department gave the go-ahead to the 17-plus qualification which effects around 80,000 young people on pre-vocational courses, it twice ruled out the establishment of a mandatory scheme of grants for this group of young people. The department did say it would investigate the first signs of a decrease in further education participation to see how this influenced future decisions.

The Further Education Unit, however played its part, first exhorting colleges to participate in the YTS lest they neglect and damage young people in the long run. It also produced a number of valuable documents for further education such as *Supporting YTS* and pointed out in another that it was vital for a system of progression to other courses, not only for YTS but for all other pre-vocational courses.

The new Business and Technician Education Council also had its say about the MSC's lack of quality control over its schemes and offered to help the commission ensure that they would provide relevant education.

But for BTEC, one of the major issues was to be the National Advisory Body and the Council for National Academic Awards. Mr John Sellers, BTEC's chief executive lost no time in attacking NAB for giving less funding to non-degree courses and the CNA for its attempts to introduce two-year general degree courses, when as BTEC argued the emphasis should be on more vocationally relevant courses.

Patricia Santinelli

Rotten eggs mark open defiance

students

In the early months of 1983 the Labour Party of the National Union of Students, Mr Neil Stewart warned that the Government was driving students to an act of open defiance. He was speaking of the NUS days of action in March and November involving occupations, rallies and other demonstrations in protest at education policy.

But by the end of the year there were less welcome manifestations of that defiance. Campus violence is not a new phenomenon. There have always been political mavericks with tomatoes and eggs. But to greet visiting politicians, what matters now though is how significantly it is being regarded by ministers.

The seeds of dissent were present from the beginning of 1983, unrecognized but real. Thousands of otherwise apolitical students turned to the National Organization of Labour Students as a real instrument of influence. An alternative to the empty rhetoric which had apparently plagued NUS in recent years.

It was as political vehicle compared with the divisions of the extreme left and the uncertainties of the right middle ground. NOLS made a lot of enemies but got the results including working relationships with the trade

union movement to which its predecessors had only aspired, a full part in formulating Labour policies on higher education and other related issues.

What it failed to get was the ear of Government, a failing compounded by the results of June 9. The previous NUS leadership headed by a Communist met several times with Sir Keith Joseph's predecessor Mark Carlisle. But the NOLS-led NUS has never, despite its request, met Sir Keith and ministers have publicly criticized the union's support of "political" causes out of line with Government thinking as a reason.



Resolute: subject of attack

Over the years of the Conservative government, grant increases have been consistently lower than inflation but NUS leaders believed that the discussions they have had with junior ministers have been more *pro forma* rather than effective.

Little wonder then that efforts to keep the lid on discontent have in past weeks proved unsuccessful especially in view of the Socialist Workers Party decision at the beginning of the academic year to return to student politics at national level in a big way.

If the NUS leadership is now going out of its way to disown the attacks on Sir Keith and his Cabinet colleagues including Mr Michael Heseltine, Secretary of State for Defence, it is with a hint of "we told you so".

The dominance of NOLS within NUS with almost 17 seats on the executive and its effects on policy made the organization increasingly unpopular with the Government.

Loans were firmly on Sir Keith's agenda early in 1983 although the Treasury remained rightly sceptical about the benefits to government. DES ministers had convinced themselves that the awards system needed a jolt. Mr William Waldegrave, a never a wholehearted advocate of a state loan scheme, however, floated a utopian mixed model for a half a year grant system. It was a sugar pill compared with a reduction of the age of financial independence of students from 25 to 21.

It was still too much for the Treasury to swallow but remained the preoccupation of ministers until pre-election jitters among Conservative back-benchers killed it off.

Other unexpected allies for the NUS were found among the local authorities when they kept up a spirited resistance to one of the two options for changing the way travel awards are reimbursed.

Their dislike of a banding system was enough to get the whole question shelved until after the election.

NOLS entrenched its control of the union at the Warwick conference at Easter. As its domination grew other groups were squeezed. The Socialist Worker student organization's only executive member resigned soon after the Christmas 1982 conference and the organization withdrew from national student politics only to make a patchy reappearance in the new academic year while the Socialist Student Alliance dissolved quietly into NOLS.

In the middle ground the Social Democratic Party students suffered severe organizational setbacks despite winning two seats on the executive making again the question of whether it had missed the boat. Liberal students, allied to the NOLS executive, were the main support of the Communist Party. But the CP too suffered from a lack of a clear strategy after regaining a seat on the executive after an absence of a year at Easter. The Communist Party's incumbent resigned largely for personal reasons at the beginning of the new academic year, opening up a bitter struggle between NOLS and the CP.

As a result of a new start to the left, NOLS was able to block the CP's wish to retain its executive seat but the left

Alliance quickly stated that reports of its death were premature.

The Conservatives too had their problems. A majority within the Federation of Conservative Students for the "wets" at Durham in the spring was shown to be wafer thin by the presence of a strong right wing contingent who gave a decidedly unfriendly reception for the wets' hero Mr Edward Heath. By the new academic year the divisions were still apparent but with the right wing libertarians and the Monday Club supporters stalwarts seemingly on the run. The tenuous grip of the moderates remains in danger, aided by the revelation that the Conservatives' sole representative on the NUS executive was, he said, being carved out from playing a meaningful part in the organization's activities.

In the longer term the most significant feature of the December conference of the closing of the year was the assertion of further education students as a real force within the NUS. They seemed resistant to manipulation by the university and polytechnic based political machines and angry that their grievances had received a low priority for so long. Their intervention stood by education rather than ideological concerns to alter the entire political balance of the union in coming months.

David Jobbins

Self-finance fails to pay its way

continuing education

There were grounds for optimism for adult and continuing education in a year when some key initiatives continued to get underway. But the increase in leisure linked to widespread unemployment failed to be recognized in the provision of continuing education.

The bulk of life-long learning was still provided by the local education authorities as Mr Peter Brooke, who took over responsibility for continuing education halfway through the year, acknowledged in a speech to the National Institute of Adult Continuing Education. Yet the restraints and penalties imposed upon local authority spending did nothing to encourage that provision.

As a non-statutory local authority service, adult education tended to be walled away at the edges and the HM Customs and Excise began over-zealously to affix Value Added Tax to a rather broad definition of "recreational" courses. Oxfordshire County Council anticipated a back tax and the increase in class fees led to a 5 per cent drop in enrolments at one further education college.

In the universities the situation was not much better and extra-mural departments were encouraged to look to "self-financing" courses to pay their way. But the foundation upon which they were expected to build was decidedly rocky as Professor Gordon Roderick, then director of the continuing education department at Sheffield, and now at Swansea, showed at the University Council on Adult and Continuing Education conference at Aberystwyth. He revealed there were only 14 people in all the universities with any remit to develop professional updating courses.

The Workers' Educational Association, the other provider with responsible body status, also began to feel the pinch with a retrospective cut imposed halfway through the year in line with the extra-mural departments. The Northern Ireland WEA came to the brink of closure with the discovery of a £20,000 deficit and the Department of Education there threatened to suspend its grant.

The largest contributor to part-time education, the Open University, spent much of its time shuffling its resources around on paper to see how it could meet a £3.5m expected shortfall in its grant and faced the prospect of freezing three out of every four posts. Its pioneering interdisciplinary courses came under scrutiny and it decided not

to give priority to the "conflict and security in the nuclear age" course, which put its future in doubt.

The OU's student hardship fund, which helps students with their fees, ran out halfway through the academic year which left a potential 1,000 students stranded. On the other hand, the university's continuing education programme continued to expand into new and profitable areas like farming. Departments like the Brain Research Unit went out and won prestigious American research money to augment their incomes.

The most disappointing news was the Government's tacit decision not to set up a national development council to replace the Advisory Council for Adult and Continuing Education as it came towards the end of its six-year life. The Government seemed to want to keep the reins firmly in its own hands and to farm out much of the developmental work to a unit within the NIACE.

The areas in which the most exciting developments took place were in training, professional updating and course presentation through experiments and the expansion of open learning techniques. The Department of Education and Science's Professional Industrial and Commercial Updating Programme (PICKUP) was fully operational by the end of the year. Most of the PICKUP regional officers were appointed in the bid to bring colleges together with industry to provide short courses to teach the work-force new skills. The first local consortium of educational institutions across the binary divide joined forces in Coventry with the financial support of the city council.



Tolley: first speech

The Manpower Services Commission published its consultative document *Towards an Adult Training Strategy* which was generally well received for its comprehensive plan for adults. Criticism was focussed on the MSC's assumption that a strategy could somehow put the country back on its feet single handed.

It was also regretted that a too specific, vocationally narrow approach to continuing education was being adopted which saw adult education primarily in terms of economic issues and disregarded the value of more general education. There was also a feeling that the MSC was going to take the lead in educational rather than training activities where it had no right to do so.

By the close of the year, the commission's proposals had gone to ministers and they reflected the fact that it had taken many of these points on board. The MSC recognized that its main role was as a catalyst not leader and that it would be collaborating with the Department of Education and Science, colleges, local authorities and employers on local training initiatives.

The proposed strategy included a controversial plan for a part-time student loans scheme through which the MSC would underwrite the cost of retaining to the tune of £15m, perhaps rising to £100m.

At the beginning of the year, Dr George Tolley made his first speech as director of the MSC's new Open Tech which plans to give technicians and supervisors opportunities to learn at the time and place that suited them at the end of the year more than half the £40m set aside for the scheme has been allotted and energy was being directed into encouraging commissions of projects in priority areas.

The setting up of the two University Grants Commissions and National Advisory Body working groups on continuing education was another sign that adult education was entering a vigorous period of reassessment.

Felicity Jones

JANUARY

Kevin Brownlow, the film historian, tells us *The THES* about the silent era and about his researches for his television series *Unknown Chaplin*. He defends Chaplin's proficiency as a director, and condemns the emphasis in film studies on "analytical criticism" which he says has "stifled research". He says that the British Film Institute ought to devote more resources to interviewing the veterans of the British film industry, instead of which it encourages "semiological treatises" which are "of no value".

FEBRUARY

The History Man, the novel and the television series, are compared. Brian Morton argues that the Howard Kirk of the novel and Anthony Sae's version of him "are different not only in detail but in kind", and be said that the time-lapse before the television version is largely responsible for this. "What served as structure in 1976 becomes nostalgic satire in the 1980s".

MARCH

Warwick University revives the opera *The Wreckers* by Deane Ethel Smyth. Hugh Canning says that the production justifies the claim that it is "a major English opera and very obvious forerunner to Peter Grimes". Meanwhile Edward Bond produces a new play of the University of Essex, *After the Assassinations*, which imagines Britain in 1938. *The play is marked*, says Jane Hays, by language that is violently homophobic. "People are conscious to show them you call them 'homophobes', tell them to 'Die off' or 'Go give yourself a post meriem'".

APRIL

An exhibition of the recent work of Sir Lawrence Gowing

Injections of new blood and cash

social science

Quiet after the storm might sum up the year for the social sciences. There was even a ministerial affirmation of the scholarly importance of these disciplines. Yet behind the scenes cuts decided in previous years were beginning to take a heavy toll, with very little left in the kitty for future research support and training.

The year began with a strike of the Social Science Research Council - to be renamed the Economic and Social Research Council from the start of 1984 - over plans to save on administration costs by cutting 30 of 150 posts.

Mr Michael Posner, the chairman of the council, one of whom carried a placard saying: "747s for management, 245s for staff." Some 14 posts have gone so far, but a final decision on moving the council's headquarters is still pending.

The Association of Learned Societies in the Social Sciences held its first public conference in January attended by representatives of some 20 societies. They heard Mr William Shelton, former minister, confirm a cut over three years in the SSRC budget, while promising no further inquiries after Lord Rothschild's in 1982.

The council itself launched a series of new projects, including £350,000 over four years for a macro-economic modelling bureau at Warwick University, a new Family Policy Centre in London, security for the Social Science Research Unit at Sussex, and £300,000 over five years for a new Centre for Economic Policy Research, headed by Professor Richard Potts, to focus on international economic issues.

In May an inquiry team under Sir Kenneth Berrill, now chairman of

opens in London. Since 1976 he has been "experimenting with the imaginative potential of his own body", using his physical outline "as a template for a series of explorations of figural unity and painterly control".

Durham University's composer in residence John Woolrich talks to *The THES* about the "gentlemanly arrangement" he has with the university. He emphasizes the freedom he has in the post: "They haven't given me any clues - whatever I do becomes the job".

MAY

A season of festivals, Stephen Brook reports on the Cambridge Poetry Festival, an international gathering at which the general public were "thin on the ground". "Too often poets were reading to each other, confirming the impression that contemporary poetry, though less cryptic and more accessible than its detractors would have us believe, nourishes only a tiny circle of enthusiasts." This year's National Student Drama Festival sees a return, says Mike Lawrence, to "serious concentration on the intelligent text, be it written or devised".

JUNE

The University of Bristol organizes a visit by the Nanyo Okumura Noh Theatre Troupe of Japan. Richard Allen Cave describes the effect of the "decorum of the playing" in conveying emotion.

Also Brighton Museum mounts an exhibition entitled *The Inspiration of Egypt*, about the way British art has represented Egyptian antiquity. Examples from painting, architecture and decorative arts are shown, mainly from the nineteenth century. Andrew Graham-Dixon describes how Romantic pictorial interpretations of Egypt focus on Shelley's apocalyptic vision in *Ozymandias*.

Vieksas da Costa, cleared the Industrial Relations Research Unit at Warwick University of allegations of pro-trade union bias, first made by Conservative peer Lord Belfort. Talks also began on transferring control of the council's four units to their universities. The University of Cambridge, Warwick and Aston. Meanwhile inquiries following allegations of bias in sociology courses at the Polytechnic of North London still continue.

In an effort to continue supporting new projects the SSRC began acting more and more as a money-broker. Thus the general election survey, after strong protests when it was cancelled, was rescued jointly with £55,000 from millionaire Mr Robert Maxwell and £70,000 from the Social Science and Humanities Council of Oxford, and Roger Jowell of Social and Community Planning Research. A Franco-British deal worth about £2.6m for joint research and exchange schemes was also signed.

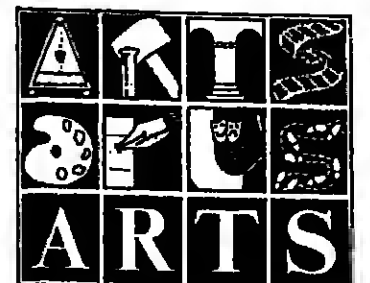
In universities arts and social sciences were put under great pressure. A historians' defence group said one in seven of their number will have gone by 1984, geographers sought to improve their image, sociologists set up a fund to help unemployed members, while the Royal College of Art faced new worries as Professor Lionel March, its rector, resigned early.

The Royal Academy decided to take on a higher profile in higher education, accepting control of some 880 postgraduate arts student awards worth some £2m from the DES. Pressure from ADSSS and the academy helped double the number of "new blood" awards in arts and social sciences to 60 next year. In June the academy formally opened the academy's new premises in Cornwall Terrace.

A promised governmental inquiry into so-called "scarce" languages and subjects, reckoned to be of commercial and strategic value, was abandoned after the general election. But the Nuffield Foundation is to back the first ever national inquiry into modern languages at secondary and tertiary level, to be headed by Miss Sheila Browne, now principal of Newnham College, Cambridge. It coincides with growing anxiety about the over-abundance of French teaching in the system.

In October Professor Sir Douglas Hague, took over as SSRC chairman, the fifth economist out of six to hold that post. His monetarist antecedents and close contacts with Sir Keith

review of 1983



mandates, "depicting the same grandiose episodes from Egypt's biblical history that would later enslave the megamania of De Mille's Hollywood".

JULY

An Arts Council exhibition of the work of John Ruskin opens in Sheffield. Professor J. R. Watson discusses the "massive and intricate substance of Ruskin's achieved work" which means that an exhibition of objects must "point beyond the gallery that contains them".

AUGUST

At the RSC's Barbican Theatre a production of Rostand's *Cyrano de Bergerac* opens in a new translation by Anthony Burgess. Richard Allen Cave discusses the translation and explains the central concept of the play, panache. "Panache is a willful assertion of moral and intellectual difference, a triumph of the spirit against immense odds, a clear-eyed acceptance of one's isolation. In that there lies an enviable freedom: Cyrano places himself beyond the reach of anyone's pity, for he is never self-pitying."

SEPTEMBER

Yuri Lyubimov, director of the

Tagank Theatre in Moscow, rehearses a British cast in a production of Crime and Punishment at the Lyric, Hammersmith. He is soon to become a tabloid headline figure when there are speculations that he may defect to the West. Speaking no English he mimics what he wears his British can do, and "the possibilities in expression his method awakens in the actors quickly exhibit the mannerisms of the English style, above all the reliance on the voice as the prime factor in communication".

At Edinburgh, the central exhibition of this year's festival is "Vienna 1900", which concentrates on "the dark side of Vienna, an revolution and violence, alienation and obsession".



Yuri Lyubimov, at Lyric

OCTOBER

The major Royal College of Art exhibition "Albert: his life and work" opens. Brian Morton suggests that the image of Albert conveyed by the exhibition is that "his involvement in education, science and the arts may have been little more than the expert window-dressing PR of modern politics". Also, a programme of Brecht's songs on Channel 4 prompts Rupert Christiansen to suggest that Britailu

still has not assimilated Brecht's work. "Something in the national make-up prevents us from re-creating his iconoclastic cynicism". The programme, with a selection of songs sung by Robyn Archer, substituted "polite professionalism", but "Brecht's verbal edges polished off is not really Brecht at all".

NOVEMBER

South African playwright Athol Fugard and Kenyan writer Ngugi wa Thiong'o talk to *The THES* about their work and its political context. Ngugi is now in exile in London, while Fugard continues to write in, and about, South Africa. Fugard talks about the conditions prevailing for theatre in South Africa and about his latest play, *Master Harold... and the Boys*. Also the much-publicized exhibition of design, "Young Blood", opens in London. "The sheer amount of material of great accomplishment is particularly impressive."

DECEMBER

Soon Conroy returns to the role of James Bond, Nick Roddick discusses the implications of this for the analysis of "popular culture". "Quite what the analysts will make of this split in the seminal personality is hard to say, though for all I know the correct generative model is even now being evolved in the corridors of Milton Keynes".

Also, Hugh Canning visits the Royal Northern College of Music and talks to the principal and opens studies director about the work that goes into productions like their recent revival of Britailu's coronation opera *Cloridan*.

Lynne Truss

for unsuccessful, attempt to cross the higher education dividing line.

Aberdeen University, doubtless trying to show Celtic solidarity with the New University of Ulster, announced at the beginning of the year that it wanted the Government to set up an inquiry into a merger between itself and two Aberdeen colleges, Robert Gordon's Institute of Technology and the college of education.

The university had not forewarned the two other institutions of its scheme, but if this was an attempt to catch them unawares, they have had plenty of time to work out their reaction in the ensuing two months, during which ministers have shown no sign of setting up any inquiry.

But if the university is disappointed that there have been no transitory links in Grampian Region, it can congratulate itself on other successes. It has transformed itself from last year's apparently ailing institution, poised to implement the first university compulsory redundancies, to an institution embarking on a wide-ranging programme of development and innovation.

Aberdeen has taken to heart Government strictures the universities should not be so reliant on central finances, and decided to establish a development fund which was so successful that it had raised £300,000 by the end of January - before it was officially launched.

The university has now set up a professional unit in ophthalmology, and is to create a third chair in engineering, concerned with the offshore industries.

Aberdeen will be hoping that the coming year will lead to its proposed educational merger, but it may be pipped at the post by Stirling University and Paisley College of Technology. These two institutions have been surreptitiously discussing a merger throughout the past year, but have wisely not encouraged government involvement.

However, one institution not looking forward to the coming year is Edinburgh University. Everything will be an anticlimax after its 400th anniversary year during which it had a train named after it, Edinburgh's floral clock paying tribute to it, present from almost every city, and its very own six part BBC television series, *Camus*.

Olga Wojtas

review of 1983

Speculation,
expectation

north america

To reflect on the past 12 months in American higher learning is as much to ponder the promises of the next, for 1983 was a year of speculation and 1984 of great expectations. An average of one major study per month was churned out, each critical of American schooling, each calling for tighter partnerships between higher education and the secondary schools, each finding fault with education schools for producing an especially bad crop of teachers.

In the latest, and most likely the last for this calendar year, Mr Ted Sizer, the former dean of Harvard University's graduate education school, takes these reports to task for ignoring what he considers the key element of failure and achievement, the very structure of the secondary school. The American high school, he charges, relies on a model dated to the turn of the last century, subjecting students to assignment by age rather than performance capability and a series of adolescent constraints - among them the "senior prom".

What all these studies and conventions share, though, is that something's got to be done and 1984 is the year for the doing.

The men who would be president (or retain that office) agree, but while the incumbent argues that it's time the government get out of the business of education, his rivals are pushing and promising for greater federal concern.

For the first time in five years Americans will actually have an education budget (Mr Reagan's signature applies, actually, to future appropriations). Education has survived in the interim through a series of "stop-gap" measures. It has been an uphill struggle and the 1984 landscape looks no more cheery.

In his earlier campaign for the White House, Mr Reagan stated that one of his first acts as president would be to eliminate the federal Department of Education (the Carter government created the school-level department out of the former Department of Health, Education and Welfare). Since taking command, though, he has been unable to persuade the Congress to consider so drastic a measure or to accept the huge cuts in federal appropriations he favoured for education.

Under Mr Reagan's proposals for this year's fiscal budget, all but "the very poor" would have been cut from the Pell programme, which makes cash awards to needy students. They would be forced to seek funds through the Guaranteed Student Loans Programme - at greater application costs and swifter repayment rates. In all some three-and-a-half to four-million students would have been without federal subsidies, borrowed or granted. A congressional committee rejected most of those measures, but cuts were made and made deep.

The long-standing battle over Federal education programmes and gender-discrimination at the Grove City College - off and on for several years - finally came before the US Supreme Court during the final few weeks of the year. But the central argument of the case has been put off and may actually be avoided altogether as neither party to the action, the Justice Ministry and the college, seem willing to address a lower federal court ruling.

This decision would strike each and every programme at the college subject to the provisions of the anti-discrimination programme, known as Title IX, the programme bars gender discrimination in any "activity" receiving federal aid. Grove City College refuses to accept any federal monies and so argues that it is under no obligation. Attorneys for the Justice Ministry say that because individual students receive federal subsidies, the college must adhere to the civil rights regulations.

B. Patrick McQuaid

● If any theme can be said to have marked the past year in Canadian higher education, it's resistance, occasionally coupled with confrontation. Attacks on both inflation and recession

sion that were begun in 1982 continued into 1983 as governments across the country attempted to fight growing deficits by trimming services and controlling wages, writes Mark Gerson.

In Quebec, 1983 had barely begun when the province's community college teachers kicked off a series of escalating public sector protests with an illegal strike. Like most public employees, teachers were bitter over a restraint programme that enabled the government to recover more than Canadian \$500m in negotiated wage increases through temporary salary reductions of up to 20 per cent. New government decreed contracts also fixed salaries and working conditions for three years.

Confrontation also marked a more recent dispute at the other end of the country. Classes were disrupted for three days last month in British Columbia's public schools and community colleges when teachers and support staff joined a province-wide protest that lasted nearly two weeks and affected more than 80,000 public employees.

The walk-outs, some legal and some not, were part of a fight against a series of restraint measures that revoked public service seniority and job security and threatened tenant and human rights programmes. When the strikes ended on November 14, seniority rights had been restored by the government.

At the federal level, contributions to the financing of post-secondary education, which takes the form of transfer payments to the provinces, has been tied to the national government's "tax and five" programme.

Canada's two largest research councils, those dealing with science, engineering and medicine, were exempted from the restraint programme when the government decided to emphasize science and technology in its economic recovery programme.

Exchanging
academics

eastern europe

Travel and contact with foreigners has been to many ways a keynote of Eastern European higher education policy in 1983. The year began under the shadow of Romania's decision to demand from intending emigrants the refunding of the cost of their education from the age of 16 onwards to be paid in hard currency which Romanians are not legally allowed to possess.

This led to a long diplomatic wrangle with West Germany and Israel (ethnic Germans and Jews are the only people, in practice, allowed to emigrate from Romania), backed by the United States. This pressure finally brought about an unpublished reversal of this policy.

During the course of the year, the Hungarians were to prove their commitment to the concept that politics should not affect academic exchanges - they were the only Eastern-bloc country to be represented in force at the World Psychiatric Congress in Vienna, after the walk out from the Soviet Union, Czechoslovakia, Cuba and Bulgaria, following the allegations that psychiatric methods were being used in the Soviet Union for the suppression of dissent.

The announcement, at the end of October, of the new academic degree of "University Doctor", lower in rank than the Candidate of Sciences degree, should do much to raise the status of young Hungarian scholars at international meetings.

The Poles, too, throughout the year have campaigned for academic contacts to continue in spite of political tensions. In this case, Marilaw Law, which was not finally abrogated until July 22. Hosting international scientific conferences in Poland is not without its hazards - there were sharp criticisms of the persecution of Polish mathematicians, notably Dr Janusz Onysiewicz, a former Solidarity press spokesman, during the international mathematical conference in Warsaw in August.

Restrictions imposed on scholars who wish to travel abroad continue as they are obliged to sign a pledge that they will at all times uphold the policies of the Polish People's Republic, and to obtain a permit when authorized to

temporary absence from the country and specifies on which topic and at which meeting they are authorized to speak.

Regarding Western contacts, the East Germans have their own special problem - the persistence among young people of an unauthorized peace movement directed against both super powers. There have been a number of demonstrations during the year by this group - followed by police action and arrests.

For Czechoslovakia - in spite of a resurgence among intellectuals of the Charter 77 movement, the main problem has been to mobilize research and development to aid the stagnant economy. Research and development funding is available and some allocated funds are not even being taken up. This has led to a number of calls for science education to be more related to "production", for science lessons to be upgraded and made compulsory at all levels and for closer integration of the whole R and D structure of Czechoslovakia with that of the Soviet Union.

Bulgaria has had, for the most part, a quiet year. The Academy of Agricultural Sciences (closed down during the 1982 educational reforms and re-established in 1982) seems to be making a slow come-back. A delegation from the UK Ministry of Agriculture, Fisheries and Food visited Bulgaria in September, to discuss possible cooperation to agricultural sciences although it was not made aware of the academy's renewed existence.

The Macedonian issue led to a major confrontation with Greece, which at the end of 1982 withdrew its exchange students (ethnic Macedonians but Greek nationals) from Skopje University, on the grounds that the language of tuition - Macedonian - was not officially recognized. This year, Yugoslavia has had its usual quota of "nationalist" problems.

In Albania there seems to be a new drive to expand post-graduate facilities. Some low key approaches to Italy, Swiss and Belgian universities were reported in 1982, and a drive for political orthodoxy in higher education, announced in September, suggested that scholars might be in process of vetting for study abroad. During the last few days, however, Tirana radio has announced a programme of incentives for those who continue postgraduate studies in a context which suggested that this would be carried out within Albania itself.

Politics back
on campuses

south africa

Politics, and the politics of apartheid, emerged as the dominant forces at play in the sphere of higher education in South Africa during the course of 1983. Virtually every major occurrence or incident during a year filled with protest, campus violence and anticipation of major educational change was marked by the indelible stamp of separate development.

For those educationists, scholars and students who started the year on the wave of optimism occasioned by the 1982 De Lange report on education, in the hope that an early sitting of parliament would see dramatic changes in higher education, this was a disappointing year.

When the government's final white paper response to the De Lange recommendations was released in late November, the critics were partially vindicated.

Dovetailing neatly with the proposed constitution, South Africa's education system is to undergo major structural changes, but at the heart of the matter the black majority has not been given a say in decision-making and policy-setting at the highest levels, and apartheid remains entrenched in ethnically separate schools and universities.

Easton, and the first reading of the radically-based Universities Amendment Bill saw the start of a swell of protest on liberal campuses throughout the country as the full implications of the proposed legislation were made known.

For the first time since the mass protest against the extension of uni-

versities act in 1960 the four liberal universities: Rhodes, Cape Town, Witwatersrand and Natal were in angry concert.

The racist "quota bill" as it was dubbed enabled the government to set a limit (quota) on the number of black students studying at a white university. Should the university administration fail to comply with these preset quotas, the government would be in a position to withdraw its subsidy of the institution.

But what must rate as the most significant series of events to 1983 were the disturbances resulting in almost continual conflict at South Africa's "black" universities.

The university of the North, the medical campus of Medunsa, the University of Fort Hare in the Ciskei Bantustan and the University of Zululand in Nqoye were all sites of violence and clashes between students and administration or students and police during the course of the year.

The conflict centred on primarily political occurrences. Perhaps the worst of all was the death of five Zululand students on the Nqoye campus after a clash with armed supporters of the Inkatha political movement last month.

Carolyn Dempster

Students take
to the streets

france

In France, the year has been one of great promise, even a minor discord and little action. True, it has also been one in which student numbers reached an all time record - 920,000 in all sectors and the prospect of more to come.

France has still to brace itself for its largest age cohort, which will hit higher education towards 1991. In contrast to the United Kingdom, the proportion of the age group passing the baccalaureat continues to rise.

Currently it is around 28 per cent. The higher education budget continued to see cash pumped into research and further increases in student aid. The real question is how long France can continue her commitment to a neo-Keynesian policy in higher education, given the rising difficulties elsewhere in her finances.

The main event of the year was, undoubtedly, the unravelling of the Higher Education Guideline Bill, designed to replace similar legislation, originally passed in 1968.

In its original form, it was a thing great promise. Its basic purpose was to create a unified national service, making higher education a species of unified whole, and for the first time bring in the elite *grandes écoles* in the reform.

Though it won the grudging support of some of low degree, it was little more than a paper tiger. For the first time students from the management and business studies *grandes écoles* were to be seen marching with their humble brethren from the departments of law, economics and management studies in the university.

The guideline bill left scarcely any part of higher education untouched by the reformers' zeal. Undergraduate courses were to be restructured to bring them more in line with labour market requirements. Work experience, it suggested, should be available to all undergraduate students. The system of internal governance was to be altered out of all recognition and, last but not least, the government stood manfully by a policy of access to higher education for all who wished to.

The oppositionist strove to block the guideline bill with a veritable barrage of amendments, more than has ever been presented for any single piece of proposed legislation since 1945.

The dimensions of student protest were in fact grossly overestimated. And though the left never managed to rally support sufficient to counter the millenary of the small right-wing groups organizing the resistance, the right did not manage to mobilize the greater part of the student body either.

As the summer vacation and examinations drew high, student unity

competered out. Now, in the latter part of the year, the staff have made the

The main furor rose over the composition of the crucial academic council, to be in charge of academic affairs and research. To established professors, whether right or left, the representation of all staff proportionate to their numbers was a dramatic threat, or so they argued, to excellence, scholarship and achievement.

The main problem of the guideline law is not its voting, it is rather its implementation. It has been suggested that several of the more controversial issues be carried out through ministerial decree. But behind this is the equally delicate question of whether it is implementable at all. Politically, and financially, it may be better to pass it and have it lie in the archives.

If this is so 1983 will stand as a year when the power of academe's successfully to resist reform became public knowledge. It also shows that reform cannot be introduced by decree alone.

Guy Nave

Government
optimism

australia

The 1983 year started badly on Australian campuses, as the seven years of conservative government rule lurched towards its end. Gloom and despair seemed the dominant attitudes among academics.

In January, academics were up in arms opposing a federal government proposal to spend \$400,000 on a media campaign to encourage young people to remain in education beyond compulsory school.

By March, just before the federal elections, politicking had become far more intense. But while the Labour opposition could promise to spend millions of dollars more on improving Australia's education system, the conservatives had to rest on their record - an unfortunate state of affairs when all the commentators seemed to agree that the education system stood in ruins.

In contrast, Labour promised an extra \$355m for schools and higher education in its first year in office. A commitment to increasing participation by the young, improve job opportunities in the tertiary sector and definitely a more sympathetic ear to the concerns of educators. In the event, teacher unions across the country backed Labour with money and logistical support.

The result was almost a foregone conclusion. Labour, under Bob Hawke, swept into power with the economy in a desperate plight, unemployment rising and only hope to sustain those who supported the change.

By and large, however, the Hawke government had a dream run in its first nine months in office. Moreover, the economy appears to have begun to move out of the deep trough of 1982, consumer confidence is rising, unemployment is going down, more jobs are being created, and more young people are staying on at school and seeking to go on to further education.

This is likely to lead to an embarrassing shortfall in places next year, despite the Hawke government's commitment to spend \$10m on creating an additional 3000 new places in higher education.

The person in charge of Labour's expansionist education policies is a diminutive but aggressive woman, Senator Susan Ryan.

But it is clear that Labour will have to commit a lot more to education if it is to meet the expectation of the higher education community. According to the government's statutory education authority responsible for advising on tertiary education spending, the government's extra allocation of money in 1984 is "insufficient to provide the base needed for sound future development". Nor has there been an increase in capital funds so that institutions can prepare for the growth in student numbers.

The commission warns that up to \$180m in capital grants - almost twice the 1984 figure - will be needed in 1985 alone to meet the government's aims.

Geoff Maslen

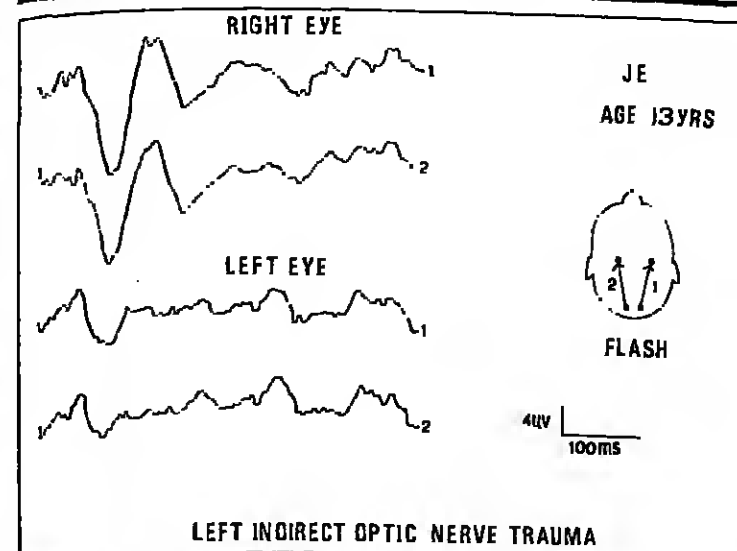


Diagram 1: An example of indirect injury to the optic nerve. This boy was electrocuted from the overhead railway power lines and fell onto the railway track.

Unfortunately the head injury resulted in damage to the left optic nerve and his sight in that eye is permanently affected.

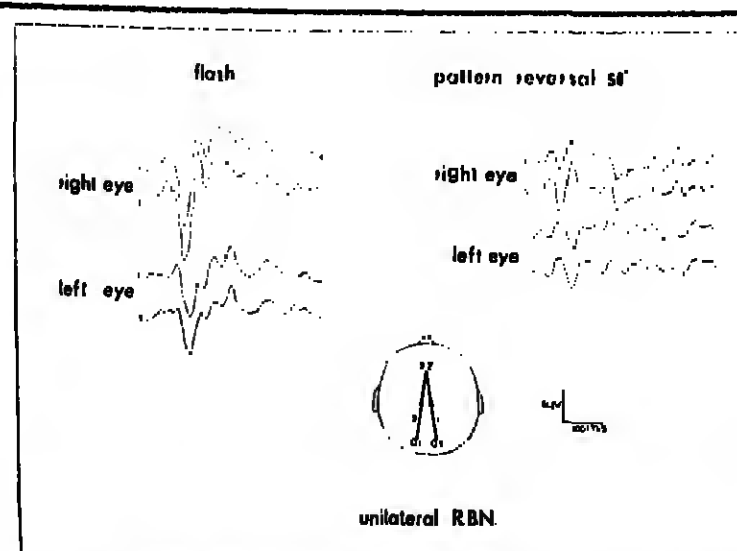


Diagram 2: Patients with multiple sclerosis frequently show a delayed evoked response on visual stimulation. If a patient has suffered an acute neuritis of one eye then the response from that eye is often delayed. This delay is most marked if the stimulation is given using a reversing checkerboard pattern of black/white squares.

All in the twinkling of an eye

G. F. A. Harding looks
at the development
of clinical
neurophysiology

Clinical neurophysiology is a young medical science. It is dependent on our ability to record changes in minute electrical potentials generated by the nervous system. For this reason, the development of this technical science has always awaited each stage of technological advance.

The first human electroencephalogram or EEG was reported by Hans Berger in 1928. His early reports were regarded with great suspicion until they were corroborated by Adrian and Matthews and demonstrated to the Physiological Society of Great Britain in 1934. The early recordings, and still much of clinical EEG, was concerned with the spontaneous activity of the brain. During life the brain generates "waves" of varying frequency reflecting metabolic and biochemical events within its structure. Indeed the baseline of such activity was until recently the criterion for brain death, and even now is one of the recommended signs.

Although the early records were mainly concerned with spontaneous activity, even in their first demonstration Adrian and Matthews showed that the brain's semi-sinusoidal waves would "follow" or "mirror" the frequency of a flashing light when this was directed into the eyes of a human observer. This was probably the world's first recorded human evoked potential although Richard Caton of Liverpool had described small animal evoked potentials in his report of 1875. At the time of Adrian and Matthews' demonstration their discovery was only phenomenological, since only about 10 per cent of the population shows the so-called spike and wave. Excessive waveforms consisting of a high frequency spike often followed by a slow wave.

Since epilepsy is a very common condition, occurring in 1 in 200 of the population, the study of these patients by EEG represented and still represents one of its greatest contributions. Needless to say, one of the difficulties of utilizing these EEG waves as an aid in diagnosis was the need to record patients either during a seizure or when a subclinical discharge occurred. Grey Walter's "stroboscope" technique allowed a greater probability of recording the discharges thus assisting correct diagnosis.

What he did not know was that there was a form of epilepsy only precipitated by flickering light. This condition is known as photosensitive epilepsy and is more rare, occurring in 1 in 3,000 of the population. Its most common precipitant is the ordinary domestic television particularly when viewed from a close distance. Many patients suffering from this condition have attacks precipitated by other than flickering light. They can be sensitive to a wide range of flashes between one flash and 84 flashes per second. Nearly all patients are sensitive between 16 and 25 flashes per second. The response appears to be triggered by a failure of the visual cortex in the brain to inhibit or damp down the responses to an excessive visual stimulus, that is bright and rapid flashes of light.

The abnormal response will, in a person with a low convulsive threshold, produce a widespread discharge throughout the brain and produce a seizure. This response is usually only triggered by stimulation of both eyes and indeed covering one of the eyes was one of the early forms of therapy developed by Jansen and Harding. More effective anti-convulsants particularly sodium valproate have alleviated the problem in 85 per cent of patients.

The further diagnostic use of the brain's responses to flickering light depended on the development of a technique to enhance the recording of responses in individual patients. This technique was brilliantly conceived and implemented by Dawson in 1951. He showed that because the spontaneous waves of the brain were quasi-random in relation to a visual stimulus, successive samples of brain activity time

locked to the stimulus, will allow the random spontaneous activity to cancel out, leaving the unobscured "evoked" response. This simple technique has revolutionized clinical neurophysiology allowing us to study real function in the brain, to the sense, evoked responses or potentials and CT scanning provide complementary techniques for the study of the brain, the former dealing with function and the latter with structure. The clinical application of these techniques has allowed us to study conditions as widely ranging as blindness, multiple sclerosis, and psychiatric disorders.

Even with today's technology, one of the most difficult decisions facing an ophthalmologist is whether to remove an eye which has suffered a penetrating injury. The surgeon is faced by a blood-filled eye on which he has performed initial reconstructive surgery. He has no clear idea of the damage to the retina, the receptive layer at the rear of the eye, nor to the optic nerve which transmits the signals back to the brain allowing sight to occur. He therefore has to weigh the risk of a sympathetic infection of the other eye and the real risk of leaving a blind and painful eye against removing an eye which ultimately would have good vision.

However, a series of bright flashes of light easily penetrates the blood-filled media of the injured eye and allows recording of the electrical response at both retinal and cortical level. The electrical response from the retina gives a simple measure of the amount of retinal damage. A 25 per cent reduction in the amplitude of the injured eye when compared to the uninjured eye means 25 per cent of retina damage.

However it does not indicate which area of retina is damaged and if the damage is in the centre useful vision will have been destroyed. The visual evoked potential (VEP) however duplicates the neural representation of vision which allows us such fine central visual acuity. A reduced or delayed VEP therefore indicates a poor potential for vision. By combining the techniques of ERG and VEP it is possible to predict over 90 per cent of visual outcomes.

Needless to say some injuries may not penetrate the eye but may still damage the optic nerve and cause blindness. An example of such an injury is shown.

As well as revealing traumatic damage to the optic nerve the VEP will also indicate other effects including symptomatic or asymptomatic demyelination. Thanks to the pioneering work of Halliday at the National Hospital, the VEP has proved to be one of the most effective ways in which laboratories can assist in the diagnosis of multiple sclerosis. Patients who have had episodes of pain behind the eye with partial blurring of vision are a source of concern to ophthalmologists and neurologists. Both are concerned to exclude the possibility of a tumour affecting the visual pathways.

The visual evoked potential to a reversing checkerboard of black and white squares normally contains the largest positive wave 100 milliseconds (1/10 of a second) after the stimulus reverses. When there has been demyelination of the optic nerves either with or without clinical symptoms, the positive wave is markedly delayed. This simple discovery has so aided the exceptionally difficult diagnosis of multiple sclerosis that a new diagnostic classification of the disease includes this laboratory indication as one of its critical factors. The findings however do not give any prognostic indications for this most variable of diseases in which acute phases may occur frequently, sporadically, or even may never recur at all.

The ability of clinical neurophysiology to identify

What's
in a
name?

Americans like to deceive themselves by changing surfaces and labels. They put Rolls-Royce froots on Volkswagen beetles. Garbage collectors call themselves sanitation engineers. They try to make squirrel pass for mink.

Nowhere is this more obvious than in American higher education. For decades, state "colleges" have been changing their designations to "universities." Recently several of the public institutions in Maryland asked to drop "state" from their names. Bowie State College, a predominantly black campus, would thus become Bowie College. They contended that without the "state" they might be taken for private institutions and gain in prestige, like Oberlin, Amherst, Williams, and Dartmouth Colleges.

Some years ago, a number of American law and social work schools retroactively changed their bachelors' and masters' degrees to doctorates. All alumni thus automatically becomes "doctors." Teacher training schools long ago dropped "normal" from their titles, became colleges, then universities. Vincennes University in Indiana is a junior college, concentrating on the first two years.

In a *New Republic* article, Paul Fussell, social critic and professor of English, excoriated Americans for substituting academic for social snobbery. No doubt excesses of puffery mark efforts to raise the reputation of campuses through image building rather than through genuine improvement of faculty, library, and research resources. And old American ploy is to advertise quality before troubling to achieve it. Some campuses pay celebrities almost solely to put their names on their rosters.

Fussell cites as an example of the American obsession with academic status the *New York Times*'s massive ranking of colleges and universities. The *Times*'s guide, however, may illustrate more fundamentally the widespread American need to have experts assess complicated commodities. Americans don't trust themselves to decide on their own which car, refrigerator, or lawnmower is best. Sensitive enough, they prefer to have experts survey, test, and rank available choices.

Critics of the American tendency to inflate nomenclature imply it is "wrong" to disguise reality. Yet few are truly deceived. Most can readily tell veneer; Americans are quick to discern the mock. No one believes that East Sussex University is equivalent to Harvard. Fussell cites the archaic claim made in 1870, "There are two universities in England, four in France, 10 in Prussia, and 37 in Ohio." It is not likely that many have ever taken that boast seriously.

Nor do Americans believe all that solemnly in the fixed superiority of the so-called Ivy League Schools. Most have met their quota of semi-literate jackasses who flout Yale, Harvard, Amherst, Columbia, or Princeton degrees. The objections to the harmless inclination of so many Americans to hide inadequate education, to insulate themselves from needless disdain when citing obscure degrees spring from a nasty puritanism.

Differences between lesser and better campuses will always be evident to discriminating observers on the basis of substance, not name. Why should public institutions, their officials, or their faculty have to trail a sometimes less than glorious past with that blindest one syllable of "state"? Their argument is that they will surely succeed or fail by what they do not by what they call themselves.

Morris Freedman

The author is professor of English at the University of Maryland.

The author is professor of clinical neurophysiology at the University of Aston.

BOOKS

Historical geology in the ascendant

by J. A. Secord

Great Geological Controversies by Anthony Hallam
Oxford University Press, £15.00 and £7.95
ISBN 0 19 854 431 6 and 430 8

Geology in the Nineteenth Century: changing views of a changing world by M. T. Greene
Cornell University Press, £23.50
ISBN 0 8014 1467 9

The Great Chain of History William Buckland and the English School of Geology, 1814-1849
by Nicholas A. Rupke
Clarendon Press: Oxford University Press, £22.50
ISBN 0 19 822907 0

"Geology," one enthusiast wrote in 1892, "is in the ascendant." Today one could well say the same of studies of its history, for the Earth sciences have been one of the chief beneficiaries of the recent vigorous growth of the history of science.

Geology in its nineteenth-century heyday has proved a particularly attractive subject for historical study. It depended on colonial exploration and a vast international network of practitioners; it had significant links with the visual arts and literature, with agriculture and mining; and it spoke of the Creation, the Fall, and the Flood, questions of immediate relevance to man's place in nature. As a result the Earth sciences during this period have become a proving ground for new approaches to the history of science. Two decades ago anyone interested in the subject had to be referred to works of late Victorian vintage; now they can turn to any number of excellent up-to-date studies.

Professor Hallam's commentary on five Great Geological Controversies is a good place to start: Based on the more prominent sources, it is a distinguished geologist's effort to bring the results of the new historical studies to a wider audience. Hallam has thus chosen those controversies most intensively studied of late: Plutonists versus Neptunists, uniformitarians versus catastrophists, the glacial theory, the age of the Earth, and continental drift. His treatment shows how these well-worn themes have been given new life through close historical scrutiny. Previously the study of controversy was used to point rulings, to show "scientific" heroes triumphing over "obscure" villains; now it serves as a means of bringing out the rich complexity of the issues for all parties, including their inevitable intertwining with philosophical and religious questions.

While Hallam consolidates the results of recent revisionist history, the other two books map out fruitful, though very different, directions for the future. M. T. Greene and Nicholas Rupke offer strikingly contrasted perspectives on how the history of science should be studied, and indeed on the nature of geology itself.

Greene might well have taken the famous dictum of the Swiss naturalist Horace Bénédict de Saussure as an epigraph for his pioneering book: "It is above all the study of mountains which will accelerate progress in the history of geology." In his view the history of geology is the history of comprehensive theories of mountain structure, or "tectonics," essentially the architecture of the Earth's crust. In adopting this perspective, Greene resurrects a long-research tradition the outlines of which have hitherto been only vaguely discernible. This is the first book in English to deal seriously with theoretical geology on the Continent and in America. Unfamiliar but extremely important figures like Léonce Elie de Beaumont, Leopold von Buch and James Dwight Dana join large with their scientific contributions directly linked into a coherent story.

The most original chapters deal with the latter half of the nineteenth century and the first few years of the twentieth. Almost nothing has been published on this period, and Greene's narrative is remarkably cogent. Particularly significant is his account of the Viennese geologist Eduard Suess whose theory of global contraction



William Buckland lecturing at the Ashmolean Museum on February 15, 1823 to an audience of senior members of the university.

dominated the science in the late nineteenth century. Greene shows how the ultimate failure of Suess's theory led Alfred Wegener to propose continental drift just before the First World War. Wegener thus appears not as a geophysical prophet, a precursor of the plate tectonic theory that rules modern geology, but rather as a man of his era trying to solve a shared scientific problem. It is an argument as convincing as it is novel.

Greene's excellent monograph should lay to rest the old preconception that somehow geology was all undigested facts until plate tectonics arrived in the mid-sixties to set everything right. (If anything, geologists had been faced with a veritable smorgasbord of theories.) His breadth of vision affords a refreshing international perspective on the history of a science whose object is literally global. At the same time, the sheer scope of his materials involves certain limitations. There is little on the social dimensions of geology: institutions, surveys, and the like are all mentioned, but they rarely serve as explanatory criteria. Due attention is paid to nationality,

but references to national schools or styles of research are relatively rare. Similarly, Greene speaks little about the much debated effects of religion and politics in the making of geological theory. In these and other ways, this is a book very much in the best tradition of the history of ideas.

The Great Chain of History, on the other hand, affords a good example of just how different the history of a science can look when seen in the light of a close understanding of its context. In fact, Rupke's aim is not to write history of geology at all, but rather to make "a contribution to the cultural history of early nineteenth century England." It focuses on the colourful figure of William Buckland, appointed Oxford's first reader of geology in 1818 and leader of what is here characterized as a specifically "English school" of historical geology. According to Rupke, English geologists used fossilized organisms to reconstruct ancient worlds, argued for a diastrophic theory in the 1820s and a progressive theory of creation in the 1830s, and grounded their studies in Paley's natural theology. Readers of Hallam's book and its predecessors—particularly the works

of Martin Rudwick, Roy Porter and Peter Bowler—will touch some familiar points, but Rupke provides many new insights, especially into Buckland's own research. Most important is his use of the concept of an English school to sketch the cultural position of geology. The famous geological stanzas of *Memoirs*, for example, become typical reflections of the work of Buckland and his circle rather than owing specific debts to the uniformitarian geology of Charles Lyell or being somehow "Protoevolutionary." Rupke shows how Buckland and other Oxford geologists carefully tailored the presentation of their science to mesh with the established curriculum, and how they emphasized its historical character to aid in dovetailing sacred and secular chronology. His book is at its most effective in showing how they responded to the challenge of the Tractarians and the zealous literalists, whose labours he describes with an unusual degree of insight and sympathy.

For all the good things in Rupke's book, however, it also illustrates potential pitfalls in a contextual approach to the history of science. In

particular, his attempt to crystallize English geology around the universities has led him seriously to overestimate the importance of academic geology on the national scene after the early 1820s. Surely the "English school" from that point until the 1870s centred not in Oxford and Cambridge, but in London, and specifically at the Geological Society of London. The failure to emphasize the role of the metropolis—and the northern industrial centres, for that matter—leads Rupke to underplay the importance of the great majority of the geological community whose scientific work was relatively insulated from the religious concerns so constantly faced by the clerical profession.

It also leads him to picture English geology heading into decline in the late 1830s, when by European standards it was just then poised for its greatest triumphs. A related problem involves Rupke's mapping of the social contours of the English school. One can only agree with his view that a monolithic "British geology" needs to be broken up into more coherent groupings; such an awareness of social and intellectual nuances has had beneficial effects throughout the history of science in recent years. But Rupke makes only one such subdivision, a contrast between his English school and a "Scottish" one. The latter, in his view, contributed little to the science, and so wonder, for it is a ragbag of enlightenment philosophers, mid-Victorian evangelicals, and London-based intellectuals. Charles Lyell, for example, though born in Scotland, was raised, educated and spent his life in southern England. If social and intellectual allegiances are to be linked in a significant way, much closer attention must be paid to details of individual biography and contemporary political, religious and class alignments.

For all their differences, the three books under review share one common feature. All picture geology as an essentially theoretical enterprise concerned with broad concepts—the history of mountain ranges, the existence of an Ice age, the progressive appearance of life on Earth. Although these are unquestionably important parts of the picture, I suspect that a more fundamental (if less immediately exciting) aspect of geology is in danger of being obscured. Most geologists of their science, even those most devoted to their lives using it to make maps and classifications of strata. Yet none of the present authors discuss this side of the subject at any great length or in his own right. For Rupke (who devotes a short chapter to stratigraphy) it is important only as an adjunct to historical geology; for Greene, it is a precondition for tectonic analysis.

Perhaps inevitably, none of these books conveys the entire range of activities that constituted geology in the nineteenth century. But all three reveal novel and illuminating aspects of the science, contributing in important ways to an understanding of its past and its place in history.

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Peculiar means

Nineteenth-Century Scientific Instruments
by Gerard L'E. Turner
Philip Wilson, £37.50
ISBN 0 85667 170 3

In 1812 Humphrey Davy wrote in *Elements of Chemical Philosophy*: "Nothing tends so much to the advancement of knowledge as the application of a new instrument." The native intellectual powers of man in different times are not so much the cause of the different success in their labours as the peculiar nature of the means and artificial resources in their possession.

Indeed, our scientific progress has been in hand with the invention and improvement of instruments. We can look back through the history of

science and chart the startling consequences of the inventions of such tools as the telescope, microscope, thermometer, air pump, circular dividing engine and so on.

The nineteenth century was a crucial period in the development of instrumentation. Science of education into the school and college curriculum. Instead of being preserved as a distant amusement for the wealthy it was opened up to all and sundry. Science laboratories were stocked with a multitude of inexpensive apparatus, while the industrial revolution introduced the scientific measuring instrument into the work place. Even though at the beginning of the century the slate of chemistry was tedious, still in the era of earth, fire, air and water, physics was advancing rapidly, and was soon to encompass electromagnetism, spectroscopy, the polarization of light, high vacuum technology and the kinetic theory of gases.

Gerard Turner, senior assistant lecturer in the Department of Physics at Oxford University, has

Museum of the History of Science, is eminently qualified to introduce us to the previously neglected field of nineteenth-century scientific instruments. In his lavishly illustrated book (320 large format pages, 345 black and white and 32 colour photographs) he presents an account of a vast range of instruments. Arranged into chapters dealing with time, weights and measures, pneumatics, heat, sound, light, electricity, chemistry, meteorology, surveying and navigation, drawing and calculating, and recreation, each of which could have been expanded into a book of its own, the book is a joyful romp through an immense variety of scientific hardware.

Turner has purposefully left out the large and cumbersome instruments. On first sight, I also thought that he has left out the ugly ones, but perhaps he adds beauty to all. Although the book is an invaluable aid to the identification of instruments, so much is crammed into its 320 pages that there

isn't space to go into details as to how they work. Ancient instruments are quite rightly treated as antiquities, collectables, and museum fodder. But as a scientist I like to get my hands on them, connect them up, take them out into the field, use them, see how accurate and how practical they are, and try to gauge what improvements have been made during this century.

It is often said that when you can measure what you are speaking of, then you know something about it. As I use, kick, cajole and eventually cannibalize the instruments I use today I shall not be able to think of all the effort that has gone into developing them to their present state. I shall also try to envisage the museums of the twenty-first century that will be eager to preserve them.

David Hughes

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BOOKS
Public morality

Pornography and Politics: the Williams Committee in retrospect
by A. W. B. Simpson
Waterlow, £5.50
ISBN 0 08 039156 7

The extent to which morality, in essence such a private and subjective thing, should be given collective expression through the medium of law has been the subject of much heated debate. That debate has often been seen both at its sharpest and at its silliest in discussion about pornography—the most recent episode being the events surrounding the Video Recordings Bill, a private Member's measure intended to inhibit the spread of video nasties.

The clash between John Stuart Mill and James Stephen in the nineteenth century has more recent echoes in the debate between H. L. A. Hart and Lord Devlin in the 1950s. The Wolfenden Report on homosexuality and prostitution, published in 1957, took broadly the Mill-Hart line, arguing that some aspects of private human conduct are not the law's business. The Williams Committee on Obscenity and Film Censorship, which reported in 1973, decided in similar spirit that the weight of legal proscription against obscenity and pornography should be confined (with the qualified exception of film censorship) to areas where harmful consequences could be demonstrated. As it found that the "harm condition" could not be satisfied by reference to convincing evidence it produced a liberal report which infuriated those who, in the words of Professor Simpson, a member of the committee, "knew fifth when they saw it and wanted it to stay put."

"Having lit the blue touch paper," the author says, "we retired to a safe distance to await the result." It proved to be a damp squib. The Labour government that had set up the committee had by then been superseded by Mrs Thatcher's administration. It took Tim Salisbury's Indecent Displays Bill to produce any Commons debate upon a report that had been two years in the making and had drawn upon 128 items of oral evidence and a mountain of paper (some of which, as the author points out, could not by its very nature be distributed to committee members by post).

The author is scathing about the report's critics, but reserves his fiercest criticisms for the Home Office. The latter is said (though no firm evidence is produced) to have orchestrated attacks upon the report even before its publication, and then to have employed "devious" delaying tactics. Simpson expresses incredulity at the Home Office view (highly relevant to current areas of debate) that the use of video recordings does not involve "a direct projection of light" within the meaning of the Cinematograph Act 1952.

This is an interesting and often entertaining account of the operation and the subsequent impact of a departmental committee of inquiry. But it is more than that. The author, a professor of law, manages to disentangle the



Jahangir, the seventeenth-century Mogul emperor, "kindly receiving a prisoner." This miniature is reproduced in *The Cultural History of India* by Henri Stierlin (Aurum Press, £7.95).

Law and the unions

Labour Law and Industrial Relations: building on Kahn-Freund
edited by Lord Wedderburn of Charlton, Roy Lewis and Joe Clark
Oxford University Press, £16.00 and £8.95
ISBN 0 19 825393 1 and 825482 2

Otto Kahn-Freund, who died in 1979, was the foremost labour lawyer of his time. This book is a tribute to him. The tribute is made not simply by critical acclaim and appraisal of his work but also, particularly in the last and most important chapter, by attempting to use his insights, analysis and method to consider recent policies in labour law, certain legal and social problems within them, and the place of law in industrial relations in the remaining years of the eighties.

To quote Professor Wedderburn: Justice Brandeis is reputed to have said that "a lawyer who has not studied economics and sociology is very apt to become a public enemy." If that be so, the legal profession in postwar Britain was little less than a national catastrophe.

Legal education was of the trade school variety and the state of the literature appalling. In 1947 only two universities offered courses in employment law which connected the subject

to collective bargaining, while the textbooks in the field provided classic illustrations of the technical treatment of case and statute law divorced from the political, social and economic context in which the law operated.

"Thanks to Kahn-Freund things are quite different today: labour law options are usual—the last bastion fell when Oxford University made syllabus alterations in 1980—and the literature is very healthy. One of those two universities offering courses in 1947 was the London School of Economics, where Kahn-Freund, with his insistence on a liberal and functional approach to law and on the importance for the lawyer of the insights of the social sciences, came to teach and inspire a new generation of labour lawyers. In Wedderburn's analogy, he was to British labour law what Lenin was to the Russian Revolution.

Kahn-Freund was above all a great comparative lawyer. The book thus fittingly opens with a translation by Dr Jon Clark of Kahn-Freund's 1978 preface for the German edition of the work for which he is best known to British lawyers: his mastery of *Labour and the Law* (1972 and 1977).

Succeeding chapters Professor Hugh Clegg analyses Kahn-Freund's contribution to British industrial relations thinking. Professor Wedderburn looks at his contribution to labour law, while Dr Clark examines the German writings which contain Kahn-Freund's "most explicit and illuminating attempts to elaborate and apply a sociology of labour law". The main contentions of Dr Clark's chapter is not one which these days ought to be

remarkable: that the function and development of labour law can be comprehended only if "technical" legal analysis is complemented and enriched by sociological understanding. Nevertheless it is an interesting and scholarly essay, well complemented by a short piece by Roy Lewis on Kahn-Freund's method and ideology.

Kahn-Freund's influence was not confined to academia. He was a key member of the Donovan Commission which reported on industrial relations in 1968. The authors' study of the development of Kahn-Freund's thinking up to that time, and thereafter about the momentous legislative changes which took place under succeeding governments, provide a valuable assessment of some of the issues still facing us today. Certainly the last chapter—"Modern Labour Law: problems, functions and policies" by Clark and Wedderburn—must be regarded as essential reading for all students of labour law and industrial relations.

One of the trends to which the authors point is the increased politicization of labour law. Their own political standpoint is in no way disguised. Needless to say, it is not that of Norman Tebbit or Tom King. Clark and Wedderburn identify what they call the current "policy of restriction", which has replaced the broad "policy of reform" which gave primacy to collective bargaining and the influence of trade unions in joint regulation. The policy of restriction, associated with Tory policies since the early seventies, is "to restrict the social power of trade unions through the use (or threatened use) of legal sanctions. It takes its place as part of a wider strategy to increase the power of employers and strengthen managerial control in industrial relations as a means of promoting greater efficiency and productivity in the economy... (It) sees the law as an important, even a main, instrument of achieving the reconstruction of industrial relations...".

It is relentless logic leads on "from a desire to encourage 'responsible' trade unionism to a preference for no trade unionism at all." It is a policy which, in the authors' view, is potentially an instrument for the repression of civil liberties, such as rights of demonstration and protest. This policy of restriction is obviously anathema to the authors, who, keeping firmly before them the fundamental reality that only the collective power of employees can balance the social and economic powers of management and capital, insist that for reformists, liberal or socialist alike, "the democratic principle of maintaining effective independent trade unions remains paramount." If that principle is made the supreme guide then, the authors say, the approach to the use of the law may be entirely pragmatic, judging each situation on its merits as to the efficacy of its use.

I find the authors' extensive analysis of Tory labour law policies generally persuasive, but committed supporters of the present government would no doubt argue that some of the critical issues surrounding trade unionism are not fully addressed and the actual way forward under a socialist alternative economic strategy is not really made clear. It is said that we are deprived of the benefit of Otto Kahn-Freund upon the course we should now steer.

John Rear
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Soviet lawyers

Managing Change in the USSR: the politico-legal role of the Soviet jurist
by John N. Hazard
Cambridge University Press, £17.50
ISBN 0 521 25316 0

Do Soviet jurists have a genuine and substantial role in Soviet political processes? Few western specialists on Soviet law doubt that they do, and have done for years, but the precise nature and scope of their involvement has only begun to be appreciated and explored.

In these Goodhart Lectures (endowed at the University of Cambridge) Professor Hazard of Columbia University asks: what the informed lawyer would wish to know about trends in the Soviet legal system. The result is an admirable set of 12 essays in lecture-style, touching upon major de-

velopments and events, light without being lightweight. Informative, stimulating, even provocative, distilling the insights from five decades of looming and experience since the author enrolled at the Moscow Juridical Institute in 1934.

Law and Social Change in the USSR was the title of Hazard's first major postwar study in 1953, and he has returned frequently to the issue in the past thirty years. In 1983 he sees the Soviet legal system haunted by "the spectre of unmanageable change" but well aware of their problems: chief among them rising demands and expectations of the workers, a frustrating bureaucracy, resentment against restraints on professional communications with foreigners, conflicts with other Communist countries, low productivity and corruption-increasingly, Hazard finds jurists are sought for their political talents as well as their technical skills, as members of local government, as legal advisers to generalists, as architects of solutions in structuring a new society—all within a framework of Marxist principles and two axiomatic premises: a pro-eminent

role for the ruling Communist Party and socialist ownership of the instruments of production.

The lectures develop these reflections. Domestic promises and problems are seen to be the core concerns to which the Soviet leadership responds, but Hazard also notes the rôle of the jurist in "managing" international law to protect Soviet interests in the USSR. In the months that have elapsed since the new leadership, Soviet criminal codes and labour legislation have been extensively amended. Soviet legal institutions are themselves being vetted for corruption, and the emphasis upon discipline and socialist legality has been intensified. Law and lawyers, in short, are emphatically being reinforced as indispensable elements of social, economic, and cultural policy. Hazard's lectures offer a fine readable interpretation of why that should continue to be so.

Creative judges

Policy Arguments in Judicial Decisions
by John Bell
Clarendon Press: Oxford University Press, £20.00
ISBN 0 19 825397 4

In the world of legal scholars, it is no longer original or shocking to admit that judges play a creative rôle as lawmakers in difficult cases. What makes John Bell's book interesting is his argument that these decisions must be democratically legitimated since they are inevitably a form of political activity. In part, he is led to this conclusion by his definition of political activity (an exercise of power giving direction to society). A more important element, however, is his discussion of the similarities between judicial and legislative decision-making.

To aid his examination of the political nature of the judicial rôle he draws on the three principal models of the judge as lawmaker which he detects in modern jurisprudence literature. The first (the consensus model) asserts that judges (unlike legislators) are restricted to deciding difficult questions of law in line with societal consensus. According to the second model (an admirably succinct account of Ronald Dworkin's rights thesis), judicial law-making is limited to the judges' conceptions of the social, economic and political rights of individual citizens. Only legislators are permitted to base their decisions on considerations of collective welfare. The third model (that of the interstitial legislator) posits that the task of a judge in a case involving a difficult point of law is in essence the same as that of a legislator. Having examined a sample of decided cases in which judicial assessments of public policy played a significant part, the author subjects his three models to a conceptual, constitutional and empirical critique. He concludes that the third model is the best description of the judicial function in England.

This finding is at its small measure due to the author's stimulating thesis that the essence of judicial and legislative decision-making is the same, because similar types of value judgments are involved in each activity. This is a controversial argument which will provide the basis for future discussion. In contrast the somewhat anti-climatic final chapter on solving the problem of increasing judicial accountability adds little to the existing literature. Critical readers might also argue that it is unclear whether Bell's models are normative as well as empirical and that none of the models commands widespread acceptance in the literature or among the judiciary—at least in the form in which he states them. Moreover, the crucial question in this field is not whether the task of the judge and the legislator is a similar one but rather what should be the division of labour between them.

Nevertheless it would be churlish to end on a negative note. *Policy Arguments in Judicial Decisions* will be a welcome addition to many reading lists.

Alan A. Paterson

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W. E. Butler

Professor Butler is director of the Centre for the Study of Socialist Legal Systems at University College London.

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The appointee should have a field oriented background with a strong research interest in geology. The appointee should have a field oriented background with a strong research interest in geology. The appointee should have a field oriented background with a strong research interest in geology.

Salary: per annum £A3967.

Information: Statements setting out the conditions of appointment and details of the University are available from the Department of Geology, University of Adelaide, St Mary's Road, Adelaide, South Australia 5000. For details of the University's equal opportunities policy, see page 11.

It is University policy to encourage women to apply for consideration for appointment in particular academic positions.

Holders of full-time or part-time appointments have the opportunity to take leave without pay for a period of up to ten years, while this is necessary for the care of children.

Applications, in duplicate, should be sent to the Chair of Geology, University of Adelaide, St Mary's Road, Adelaide, South Australia 5000. For details of the University's equal opportunities policy, see page 11.

The University reserves the right to appoint or to appoint by invitation.

Personal

IMMEDIATE ADVANCES £100 to £250 available on request. Regional Travel Ltd, 31 Dover Street, London W1A 1AA. Tel: 01-491 2934 or 01-491 2935.

The Papua New Guinea University of Technology

Assistant Librarians

Applications are invited for four posts of Assistant Librarians in the Main Library. The appointees will be responsible for the day to day running of the library. The appointees will be responsible for the day to day running of the library.

One of our challenges is to provide a service to our readers. The appointees will be responsible for the day to day running of the library. The appointees will be responsible for the day to day running of the library.

Applications should be sent to the Assistant Librarian, University of Technology, Port Moresby, Papua New Guinea. For details of the University's equal opportunities policy, see page 11.

Salary: Assistant Librarian, £5,450 - £7,450 per annum plus £1,364 London weighting Allowance. For details of the University's equal opportunities policy, see page 11.

Initial contract period for the first year will be for one year. The appointee will be responsible for the day to day running of the library. The appointee will be responsible for the day to day running of the library.

Detailed applications (two copies) with curriculum vitae, together with the names and addresses of three referees should be sent to the Assistant Librarian, University of Technology, Port Moresby, Papua New Guinea. For details of the University's equal opportunities policy, see page 11.

Applications resident in the United Kingdom should be sent to the Assistant Librarian, University of Technology, Port Moresby, Papua New Guinea. For details of the University's equal opportunities policy, see page 11.

Holidays and Accommodation

Escape to the Hebrides

We offer a range of escape holiday cottages in the Hebrides. The cottages are well equipped and are situated in a beautiful location. The cottages are well equipped and are situated in a beautiful location.

University of Botswana

Professor/Lecturer/Senior Lecturer

In the Department of Theology/Religious Studies (one position) available in 1984/85. The appointee will be responsible for the day to day running of the department. The appointee will be responsible for the day to day running of the department.

Applicants should have a PhD or MA or MTh in Theology/Religious Studies. He should have a field oriented background with a strong research interest in geology. The appointee should have a field oriented background with a strong research interest in geology.

Salary: Professor, £16,428-18,994; Senior Lecturer, £14,384-16,428; Lecturer, £9,706-14,384. In addition, expatriate staff will be entitled to contract addition at 30% of basic salary and gratuity at 25% of basic salary on successful completion of a two-year contract. For details of the University's equal opportunities policy, see page 11.

Applications with names of three academic referees to reach the Assistant Registrar (Recruitment), Private Bag 0022, Gaborone, Botswana not later than 30th January, 1984. (16418)

University of Sydney

Department of Economics

LECTURESHIP

The appointee will be responsible for the day to day running of the department. The appointee will be responsible for the day to day running of the department.

Detailed applications (two copies) with curriculum vitae, together with the names and addresses of three referees should be sent to the Assistant Librarian, University of Technology, Port Moresby, Papua New Guinea. For details of the University's equal opportunities policy, see page 11.

Applications resident in the United Kingdom should be sent to the Assistant Librarian, University of Technology, Port Moresby, Papua New Guinea. For details of the University's equal opportunities policy, see page 11.

THE UNIVERSITY OF NEW ENGLAND

Vice-Chancellor

The University is proceeding to the appointment of a Vice-Chancellor to replace Professor R. C. Gates, who will be retiring late in 1984. The Chancellor will welcome enquiries from persons who may wish to consider applying for the position. Letters should reach the Chancellor, under confidential cover, by 15th February, 1984.

T. C. Lumble Registrar

Colleges of Higher Education

DUNFERMLINE COLLEGE OF PHYSICAL EDUCATION

DIRECTOR Centre for Leisure Research

A Director with extensive experience in applied social science research and/or research management is required for this newly established multi-disciplinary research centre. The Centre already has a substantial programme of research in the field of leisure studies and, although the Centre itself is new, the research staff in post have extensive experience of applied research in leisure, sport, recreation and tourism and are familiar with team-based research.

DCPE is intent upon developing its external research programme within the field of leisure studies and educational research relating to leisure, sport and recreation. The Centre for Leisure Research is constituted as a corporate entity within the College and the Director will have full responsibilities for the management and administration of the research programme.

The research programme is financially self-supporting and one of the Director's prime responsibilities will be to ensure that research continues to be secured in order to maintain the Centre's viability.

The appointment would be made at a salary of £17,510 per annum. An early appointment (Spring 1985) is desirable and the closing date for applications is 30th January, 1984. Further details of the post are available from:

The College Secretary
Dunfermline College of Physical Education,
Cromford Road North, Edinburgh EH4 6JD.
Tel: 031-561 9001

(16411)

Research & Studentships

(University of London)

RESEARCH OFFICERSHIP IN THE BUSINESS HISTORY UNIT

Applications are invited for the post of Research Officer in the Business History Unit. The appointee will be responsible for the day to day running of the unit. The appointee will be responsible for the day to day running of the unit.

Applicants should have a PhD or MA or MTh in Business History. He should have a field oriented background with a strong research interest in geology. The appointee should have a field oriented background with a strong research interest in geology.

Salary: £10,000 - £12,000 per annum plus £1,364 London weighting Allowance. Further details and application forms to: The Education Officer, 201 County Hall, 201, Essex Road, London EC1A 4BB. For details of the LEA's equal opportunities policy, see page 11.

LEA is an equal opportunities employer.

Colleges of Further Education

Inner London Education Authority

London College of Art

41/41 Commercial Road

London E1 6BB

Tel: 01-497 1933

HEAD OF DEPARTMENT OF FURNITURE (BURNHAM GRAVE)

Due to recent promotion the College is seeking to appoint a new Head of Furniture.

Universities continued

THE UNIVERSITY OF PAPUA NEW GUINEA

Port Moresby

Applications are invited from suitably qualified persons for the following positions:
LECTURER/SENIOR LECTURER IN EDUCATION (P161005/84)
Department of Psychology & Philosophy
The Education Department requires a Lecturer/Senior Lecturer in Education during the period February-April 1984 inclusive (approximately 11 weeks) on a half-time basis, to join a team of staff supervising Education Department students and teaching practice in High Schools in and around Port Moresby. Candidates should hold postgraduate qualifications in Education and have substantial teaching experience in high schools and teacher education, preferably in a developing country. It would also be an advantage if a specialist in one or more of the areas of Science, Social Science, Mathematics or Psychology could be offered.

TEMPORARY LECTURER/SENIOR LECTURER IN EDUCATION (P051007/84)
Department of Education
The Education Department requires a Lecturer/Senior Lecturer in Education (Language) during February to April inclusive (approximately 11 weeks) in 1984. The person appointed will be required to join a team of staff engaged in the supervision of teaching practice in High Schools in and around Port Moresby. Candidates should hold postgraduate qualifications in TESL and a qualification in Applied Linguistics is desirable. Successful candidates will be required to provide academic leadership and research across the range of programmes in Accounting and Economics for which the Department is responsible.

PROFESSOR IN ECONOMICS (P141001/84)
Department of Economics
Applicants should have a degree in Economics, a distinguished academic record and an active research interest in some aspect of Economics as it relates to the Third World, including Economic Theory, Development Economics, and applied topics, especially with a view to development policy. Some experience in the Third World countries (not necessarily in teaching) would be an advantage. The appointee will be required to provide academic leadership and research across the range of programmes in Accounting and Economics for which the Department is responsible.

The Department of Economics consists of 14 full-time teaching staff, and it teaches courses in Economics and Accounting. It offers 4 degree programmes: Bachelor of Economics, Bachelor of Economics (Honours), Bachelor of Commerce and Diploma in Commerce. In addition, the Department also contributes individual as well as sequence courses in the B.A. general, Agriculture and other programmes at the University.

The purpose of economic teaching in the Department is seen as providing students with appropriate knowledge of theory, skills, and techniques to become professional economists or administrators in public service or private sector employment. The Department teaches courses in Elementary, Intermediate and advanced economic theory (micro and macro), quantitative economics, money and public finance, international trade, economics of socialism, agricultural economics and marketing, economics of South and South East Asia.

The Economics Department is interested in appointing a Professor (to replace the present Professor who is leaving in mid-January 1984 at the end of his contract). The University welcomes applications from persons who would be on secondment from a permanent position. **LECTURER/SENIOR LECTURER IN ECONOMIC HISTORY (P081006/84)**
Department of History

Applicants are invited from suitably qualified persons with background in both Economics and History and should preferably have postgraduate qualifications in Economic History. Experience in teaching and research about the economic history of the Third World countries would be a definite advantage. The appointee will be required to teach courses in Economics and History students in the economic history of Papua New Guinea and its region and the history of the international economy since 1850. He/she will also be encouraged to contribute in the field relating to economic history.

LECTURER IN JOURNALISM (P081010/84)
Department of Language
Applicants should have a university degree, and/or solid experience in journalism and preferably some teaching or training experience. Specialized working knowledge of either print or radio journalism is necessary. This is a new post in the Language Department which is offering a new two-year Diploma in Media Studies to take the place of the present one-year Diploma in Journalism. A four-year Bachelor in Journalism programme is proposed. The appointee will be required to teach Journalism, provide advice to Diploma students as they select other courses at the University and work closely with the local media. Much course work is predicated with instruction and repeated practice in the techniques of gathering and writing news for print and radio.

English is the main media language and the language of teaching, but is a Second Language for most students. Constant attention must be paid to writing skills. The appointee will be required to develop new second year advanced diploma in print and radio production. **LECTURER/SENIOR LECTURER IN ENGLISH EDUCATION - Goroka Teachers College (EX621008/84)**
Department of Language Studies

Commencing in 1984 the Advanced Diploma in Teaching (Secondary) will be directed to Diploma holders who are at present teaching in selected High Schools. It is the intention that the holder will be appointed to prepare distance education materials during the year in preparation for the first intake in December 1984. Applicants should have advanced qualification in teaching English as a Second Language plus experience in English curricula development in a developing country. Samples of similar work done previously should be forwarded together with the application. The appointee should have a strong interest in developing new programmes for the Advanced Diploma. The appointee will be responsible for the day to day running of the English component of the Advanced Diploma, write course notes, prepare teaching materials and audio aids appropriate to the largest audience paying particular attention to the controlled use of English. He/she will be closely with the English Department, which is involved in the pre-service teacher education. He/she will conduct residential programmes for Advanced Diploma students at the College and elsewhere as required and will also be involved in the development of education studies units.

In order to expedite the appointment procedure, applicants are asked to forward all applications for this post (and request at least three referees to send confidential reports) direct to the Assistant Secretary, Goroka Teachers College, PO Box 1076 Goroka, Eastern Highlands Province, Papua New Guinea. The successful applicant will be expected to commence duties no later than 1st July, 1984.

LECTURER/SENIOR LECTURER IN SOCIAL SCIENCE EDUCATION - Goroka Teachers College (EX631005/84)
Department of Social Science
Applicants should have advanced degree in Social Science education (Social Studies) and experience in Social Science curriculum development, distance education and tertiary teaching in a developing country. Samples of similar work previously done should be forwarded together with the application. The appointee will be responsible for the day to day running of the Social Science component of the Advanced Diploma, write course notes, prepare teaching materials and audio aids appropriate to the largest audience paying particular attention to the controlled use of English. He/she will be closely with the Social Science Department which is involved in pre-service teacher education.

He/she will conduct residential programmes for Advanced Diploma students at the College and elsewhere as required and will also be involved in the development of education studies units. In order to expedite the appointment procedure, applicants for this post should be forwarded direct to the Assistant Secretary, Goroka Teachers College, PO Box 1076, Goroka, Eastern Highlands Province, Papua New Guinea. The successful applicant will be expected to commence duties no later than 1st July, 1984.

LECTURER/SENIOR TUTOR/TUTOR - Goroka Teachers College (P571001/84)
Department of Home Economics & Commerce
Applicants should have qualifications and experience in teaching Home Economics and Commerce as the position is shared between the Department of Home Economics & Commerce and the Department of Education. The appointee will be required to teach in the other. Experience in Secondary and/or Tertiary education, in PNG or in other developing countries is highly desirable. The successful applicant will be expected to commence duties in January 1984.

Applications for this post should be forwarded direct to the Assistant Secretary, Goroka Teachers College, PO Box 1076, Goroka, Eastern Highlands Province, Papua New Guinea. **BA/ARY Professor - K22,850 per annum plus gratuity; Senior Lecturer - K10,720 per annum plus gratuity; Lecturer Grade II - K17,670 per annum plus gratuity; Senior Tutor Grade II - K17,670 per annum plus gratuity; Tutor - K15,000 per annum plus gratuity.**

OTHER CONDITIONS: The successful applicant will be offered a contract for a three-year appointment. The gratuity entitlement is based on 24% of salary earned and is payable in instalments as a lump sum and is taxed at a flat rate of 2%. In addition to the salaries quoted above, the main benefits include: support for approved research, rent-free accommodation, appointment and registration salaries for academics and dependents; financial assistance towards the cost of transporting personal effects to and from PNG; 5 weeks annual recreation leave with home air fares available after each 18 months of continuous service; generous education subsidies for children, including schools in PNG or overseas; a salary continuation scheme to cover extended illness or disability. Applicants will be treated as strictly confidential and should include a full curriculum vitae, a recent small photograph and the names and addresses of 3 referees. In order to expedite the appointment procedure, applicants are advised to ask their referees to send confidential reports directly to the University without waiting to be contacted. Applications should be forwarded to the Assistant Secretary (Recruitment), University of Papua New Guinea, Box 380, UNIVERSITY, Papua New Guinea, to reach him no later than 20th January, 1984. Candidates should also send a copy of their application to the Association of Commonwealth Universities (ACU), 58 Gordon Square, London WC1H 0PF. (16416)

SPECIAL BOOK NUMBERS IN FEBRUARY 1984

3 EUROPEAN STUDIES
10 SOCIAL ADMINISTRATION
17 ENVIRONMENTAL SCIENCES (1)
24 AMERICAN STUDIES (16416)

THE TIMES SUPPLEMENTS

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A further report on this very important area of education examines developments which have taken place since last year. First published in the *THES* 1st July, 1983. Price 70p.

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Enquiries about other reprints available should be sent to Linda Bartlett at the address below. Telephone: 01-253 3000

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